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# HEARINGS BEFORE THE PAGE BOARD ON EDUCATION FOR CONGRESSIONAL PAGES

# HEARINGS

BEFORE THE

## PAGE BOARD ON EDUCATION FOR CONGRESSIONAL PAGES

## HOUSE OF REPRESENTATIVES

NINETY-EIGHTH CONGRESS

FIRST SESSION

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MARCH 8, 10, 1983

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House of Representatives Page Board

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# CONTENTS


| | Page |
|---|---|
| Hearings of the Page Board: | |
| Tuesday, March 8, 1983 | 1 |
| Thursday, March 10, 1983 | 81 |
| Material received for the record: | |
| Statement by Donnald K. Anderson, Manager—House Democratic Cloakroom | 139 |

## U.S. HOUSE OF REPRESENTATIVES PAGE BOARD

### HEARINGS ON EDUCATION OF CONGRESSIONAL PAGES

### WITNESSES

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TUESDAY, MARCH 8, 1983 AT 3:30 P.M., H-302 U.S. CAPITOL

Tuesday—H–302

The Honorable Charles McC. Mathias, Jr., Chairman, Senate Committee on Rules and Administration.

The Honorable G. William Whitehurst, Member, U.S. House of Representatives.

The Honorable James Abdnor, Member, U.S. Senate.

The Honorable Bill Emerson, Member, U.S. House of Representatives.

Mr. John C. Hoffman, Principal, Capitol Page School.

## U.S. HOUSE OF REPRESENTATIVES PAGE BOARD

### HEARINGS ON EDUCATION OF CONGRESSIONAL PAGES

### WITNESSES

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THURSDAY, MARCH 10, 1983 AT 3:30 P.M., H-328 U.S. CAPITOL

Thursday—H-328

Mr. Roy Levine, father of former Page, David Levine.

Ms. Joanne T. Goldsmith, President, National Association of State Boards of Education.

Dr. Milton Greenberg, Provost/Vice President for Academic Affairs, American University.

Dr. Scott Thompson, Executive Director, National Association of Secondary School Principals.

# EDUCATION FOR CONGRESSIONAL PAGES

TUESDAY, MARCH 8, 1983

HOUSE OF REPRESENTATIVES,
U.S. HOUSE OF REPRESENTATIVES PAGE BOARD,
*Washington, D.C.*

The U.S. House of Representatives Page Board convened, pursuant to call, at 3:30 p.m., in room H-302, the Capitol, Hon. Joseph G. Minish (chairman of the Board) presiding.

Present: Representatives Minish, Fazio, and Myers.

Present also: Hon. Ben Guthrie, Clerk of the House; Hon. Jack Russ, Sergeant at Arms; and Hon. James T. Molloy, Doorkeeper.

The CHAIRMAN. The meeting will come to order.

Today we begin the first of 2 days of hearings on the critical issue of education for congressional pages.

There has been much criticism of the education the pages have been receiving. We have the rare opportunity to start over and establish a better educational program. To do so requires a thoughtful examination of the criticisms, a determination of whether they are legitimate, and an analysis of the possibilities for providing the pages with a better educational program.

Among the specific issues that need to be addressed in these hearings are whether to stay with the D.C. School System or set up an independent private school, whether to limit page service to a junior semester or a senior semester, whether to stay with a traditional curriculum or to go to an American studies curriculum, and whether or not to attempt to renovate the existing school facility, leave it unchanged, or select a new location.

Our witnesses today are Members of Congress and Mr. John Hoffman, principal of the Capitol Page School. Senator Dodd was to have appeared, but a scheduling problem has made that impossible, so he will submit a statement for the record.

Before proceeding, I would like to give any Board members who have an opening statement an opportunity to be heard.

Mr. Fazio.

Mr. FAZIO. I have none, Mr. Chairman.

Mr. MINISH. Mr. Myers.

Mr. MYERS. I have no opening statement except that I did serve on the other commission or board or whatever it was, and some of the witnesses appeared at that time and the recommendation made by that is by no means binding on this committee. I don't think that should be important to this committee's decision independent from the recommendations that some of us who serve on that other board have made. The final decision will be recommended by this Board.

Mr. MINISH. Mr. Russ.

Mr. RUSS. No statement.

Mr. MINISH. Well, our first witness, I understand, is not here so why don't we start with Mr. Whitehurst.

## STATEMENT OF HON. G. WILLIAM WHITEHURST, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF VIRGINIA

Mr. WHITEHURST. Thank you, Mr. Chairman.

Mr. MINISH. Before you start, Vic, I want to thank you very much for providing the opportunity for us to meet here.

Mr. FAZIO. No problem. Glad to have you.

Mr. WHITEHURST. Thank you, Mr. Chairman. Shall I begin?

Mr. MINISH. Fire at will.

Mr. WHITEHURST. Thank you for giving me this opportunity to make a few brief remarks regarding what I see is the need for adequate education of our congressional pages. As one who spent 18 years in the field of education and a member of the history department at Old Dominion University in Norfolk and subsequently as dean of students at that school, I have been greatly distressed by the lack of quality in the education that we have been offering and I feel very strongly that the first step we ought to take is to terminate the contract with the D.C. School System.

My wife, who is also a former teacher, and I have come to know a number of the pages in recent years, and in our conversations with these young people, we have learned a lot about what they have not been learning in the school; the quality of the instruction has been uneven, at best.

Indeed, one page went home to a small town in a rural area of a southeastern State, where he could obtain a better education than he was receiving here. When I talked to this lad I was surprised that he was going at midyear and he frankly give this as his reason.

On the basis of this, I think we would serve our pages far better by establishing an independent school, accredited directly through the American Association of Secondary Schools and Colleges or an equivalent organization. There should be a full-time, qualified educator as principal of the school—I believe Mr. Hoffman meets that criteria—and perhaps a nucleus of permanent, certified teachers.

In addition, I think that we could establish a fellowship program whereby exceptional teachers from around the country could be brought in for a year, or even a semester. This would give us a constant infusion of fresh educational ideas and offer a real challenge to the young people who come to serve as pages.

I believe, too, that a board or committee to oversee the operations of the school should have at least a few members with backgrounds in education, in order to be able to evaluate properly the quality of the curriculum being offered.

I also feel that the permanent staff of the page school/residence should have at least one professional guidance counselor.

While my own preference would be for a full school year for each page, a semester could be extremely valuable for any young person if the education offered is rich enough. If it is to be a semester, then certainly American studies would be the most appropriate,

with a research paper required. This will involve careful academic screening of the candidates for page, to insure that the young people accepted can fully profit from the experience.

Since most boys and girls, I believe, would prefer to graduate with their own high school classmates, it would be better to bring the pages to Washington during their junior year.

Mr. Chairman and members of the Board, I think we have a golden opportunity to offer an exciting program for gifted and talented youngsters from across the country. We have the resources of the Library of Congress to offer them, and we can attract unlimited numbers of equally gifted teachers on a rotating basis.

The experience for the students and the teachers alike can be a rich one indeed if we develop the curriculum and the standards properly, and I earnestly hope that we will offer our pages the opportunity they so richly deserve.

Thank you.

Mr. MINISH. Thank you, Mr. Whitehurst.

Mr. Fazio, do you have any questions?

Mr. FAZIO. I am particularly interested in your concept of a fellowship program where we benefit from the employment of exceptional teachers. Are you talking now about people from institutions of higher education as well as secondary schools?

Mr. WHITEHURST. Secondary schools. My wife taught for 10 years in the Norfolk Academy which is an exceptional school in Norfolk, Va. I would place it at the very top. Its graduates go to the premier universities. They are exceptional students.

I am thinking of some of the teachers down there who I remember who would have just given anything to take a semester or a year off and come up here to Washington and teach in this school or just have the experience like the pages themselves who come here and want to be part of this.

Look at the great prep schools in the northeast, Phillips, Choate, some really fine schools, and I am sure they would just be dying to participate.

There are all kinds of people who would love to do this and if I were a prep school teacher to have this experience I would count it as something that was absolutely priceless to me.

Mr. FAZIO. What do you think we would have to do to organize such a program? What would we have to offer in terms of dollars?

Mr. WHITEHURST. I don't think it would be very expensive. As long as you paid a salary commensurate with the living costs that are required of all of us in this city I think that we could manage it and I just don't think that is insurmountable nor do I believe that it would be a figure that would embarrass any of us in the appropriation for it. After all, it is a constant figure. You are rotating it and I can't give you a figure off the top of my head but I certainly think if it is worth pursuing that those numbers could be arrived at very quickly.

Mr. FAZIO. I happen to like the junior year concept but I wonder if you could comment as to the tradeoffs of semester versus full year in terms of its impact on the educational program and how it might impact on normal students.

Mr. WHITEHURST. My inclination is the full year. But many of us in the Congress feel like, well, to give more young people the op-

portunity to participate you ought to break it in half and limit them to a semester and as you know, we have generally done that although we have extended some.

Mr. FAZIO. Thank you. I appreciate your coming.

Mr. MINISH. Mr. Myers.

Mr. MYERS. Thank you, Mr. Chairman.

Bill, one of your recommendations was that the committee that had an oversight of this education system should have some members with education background and I agree with you. However, that would eliminate me in any event.

I married a teacher but she thinks I am not educatable.

Mr. WHITEHURST. Just some. I am not suggesting that we make it this way but I think it would be helpful if we did.

Mr. MYERS. Could you briefly define what American studies is. My concept is a little different than yours, what American studies is all about.

Mr. WHITEHURST. Well, for example, as the capital of the Nation this place is made to order for a child who would come here, for example, who would be interested in doing a paper on some phase of the Government or some American issue, for example, and you build a curriculum around that, some history, some government, some sociology, political science, and what you have given that young person is a rare educational opportunity.

There are American studies programs in universities across the country, in California and Virginia, but in this setting it would be unique, any more than a student goes to Europe, for example, and studies in the setting there.

Mr. MYERS. Are you thinking of something like the Oxford idea?

Mr. WHITEHURST. You mean tutoral.

Mr. MYERS. No, no.

My oldest daughter contracted in the senior year for a grade. She had to do so much work to get this A and she didn't have to go to class. Is that what you are talking about? They both went to school in Virginia. They called it American Studies but they had a name for it too. You have regular classes in your concept but as an extra dimension they have to have this paper?

Mr. WHITEHURST. He does this paper and does it obviously with a particular teacher. To that extent it is a tutoral program but he would take other classes as well to fulfill his academic requirements toward an academic diploma. You have to have so many units, as you know, in various subjects.

Mr. MYERS. Thank you.

Mr. MINISH. Mr. Molloy.

Mr. MOLLOY. Mr. Whitehurst, I for one taught for 3 years, and have some familiarity with this. You make some reference to gifted and talented students. Would you expand a little on that? I am not in defense of an elitist program because one of the problems I have noticed as one who has monitored this page program for about 8 years, is that some of the more productive pages in the system are in the middle of the class.

Would you make this an elitist type school?

Mr. WHITEHURST. No, no. By the same token you establish a certain measure of achievement in a child that is not permitted to come here and just make C's. If they do they are sent home.

Mr. MYERS. We do that now.

Mr. WHITEHURST. Exactly. So perhaps this is redundant. What I am suggesting is that when we choose people to come here that we choose students who have shown some academic achievement and perhaps gifted is overstated.

Mr. MOLLOY. I understand. You are familiar with the system we use now with the Democratic and Republican personnel making recommendations. There is a criterion, although it differs in each, but we are trying to get some uniformity into that as well. However, I don't think it should be just the top 10 percent or top 5 percent?

Mr. WHITEHURST. Oh, no, no. Let me take the one page that I have been able to appoint in the years that I have been here, Billy Wright, who is an outstanding young man. I looked at this lad and I looked at his background. Both his mother and father were on the faculty of Norfolk State University at home and so I assumed, and rightfully as it turned out, that he came from a home where learning was prized and where he undoubtedly had good habits and that coming here he would not be overwhelmed as some kids have, as we know.

That was my decision, of course, because he was my page and I felt certainly if he got here he would pass any other muster as well. And on the basis, if nothing else, of his performance and his achievement and the record he left, the kind of young man he was and the impression he left with me, I would be very, very careful, if given the opportunity again, that I try to select someone who could offer the potential that he did.

Generally, I think the vast majority, there is no question about if of the boys and girls who have come here and been pages have been, in my book, exceptional youngsters. I have been very impressed by them. I have no quarrel, really, with the manner of selection given the results we have gotten with a very few exceptions.

It is because of that, and because their potential is so great, they really need to be challenged and I don't think they have been on the basis of what they have said to me. I have heard complaint after complaint from the pages I have known about the education they have gotten, almost uniformly they have complained about it and I dare say we wouldn't be sitting here this afternoon discussing this if there weren't some substance to it.

Mr. MOLLOY. If you are measuring the skill itself and the job itself, would you give one a priority over the other? What I am driving at is that the job in and of itself is an education.

Mr. WHITEHURST. No question about that and that is the principal reason they come here.

Mr. MOLLOY. Could I interrupt you? You said the principal. You would put that above the school itself?

Mr. WHITEHURST. I don't think it is necessary to prioritize to the point where you are doing one thing and diminishing the significance of the other. I think they can be done in concert with each other.

Mr. MOLLOY. One other point now: I, too, feel the junior year would be a better year than the senior year and my preference would be a single semester so as to return them to the nest.

Would you expand a little on that? You mentioned you did have a preference for the junior year over the senior year; is that correct?

Mr. WHITEHURST. That is correct. That is my statement. If you come here for a semester it is almost like you are getting your feet wet and you are going home.

Mr. MOLLOY. That is good in some ways with some of the problems that we have.

Mr. WHITEHURST. You are probably right, Mr. Molloy. I don't disagree. This is not something that I regard as critical to my efforts. It does give twice as many children an opportunity to participate and indeed for us as members. We seek to appoint young people. It gives us, again, the opportunity twice as often to appoint somebody.

Mr. MOLLOY. I thank you, Mr. Chairman.

Mr. MINISH. Mr. Guthrie.

Mr. GUTHRIE. Mr. Whitehurst, on the American Studies program do we have any prior experience on high school programs?

Mr. WHITEHURST. Have I, no.

Mr. GUTHRIE. I know it is heavy on the college level but I was wondering as far as taking a junior and comparing the juniors with the seniors?

Mr. WHITEHURST. Both of us know that whatever you establish it is within the intellectual capabilities of the students themselves so you don't set a standard there that requires a student to write a master's thesis, for example. But I do think that given the kinds of programs that some of the prep schools have in America and they really challenge their students, it is possible to do that in this case. Not only possible but it is very desirable to do it in this case.

I have seen some of the work that has been done by students with good programs in public high school as well as in prep school and I am just amazed at the work some of these kids can do, the kind of research they can do.

I am thinking of a lad right now whose father was in the Defense Department and this boy went to one of the area high schools in northern Virginia and produced a senior paper on some aspect of the change in the French Government and it ranked with many senior papers I saw in college.

So there is no doubt that they can be challenged and you will get a kid who will just come along and just do an exceptional job and I think they should be challenged, for heaven's sake. This is a unique place. Let's not run it down here at the lowest denominator or with the mediocre student. Let's try and bring everybody here that we can who can benefit from superior instruction and superior academic challenge, not pitch it over their head but pitch it at a level where they can hack the work well and go back and say, by golly, that was a great experience. I was in the Congress and I had that piece of it to take home, enrichment, but besides that I got a great classroom education as well.

Mr. GUTHRIE. I take it you are not wedded to the junior year rather than to a semester instead of the full year?

Mr. WHITEHURST. It is one of those things and I will yield either way on it.

Mr. GUTHRIE. Nothing further.

Mr. MINISH. Mr. Russ.

Mr. RUSS. Mr. Whitehurst, you mentioned in your statement your recommendation for junior year. It seems to me that the junior year is when you take your PSAT's and that is the year that you usually pick your college.

Don't you feel it might be a little disruptive to take a junior out of his environment and bring him up here for 6 months and then put him back in that environment rather than have him spend his junior year in what I called his copacetic environment and bring him up here into an environment in which he would be away from home, where he would have to have his own moneys budgeted, where he would have to look after his own clothes and then follow that up with an identical environment of college rather than sending him back to that mother and father.

I think the senior year would be better. That is just my personal opinion.

Mr. WHITEHURST. Could I say something to respond to that?

Mr. RUSS. Sure.

Mr. WHITEHURST. I think it will depend on the individual. A young person who can come here and deal with living away from home and living in the kind of environment that he or she has in the house and the kind of schedule they have has to be somewhat extraordinary in the first place, given that environment I don't think that preparing for college or taking his PSAT's is going to be fundamentally affected. Quite the contrary, I think, the self-confidence engendered in that student by living here under these conditions with young people from all over the United States away from home, if anything, will mature them and better prepare them for that decision.

Mr. RUSS. I have been associated with the pages since 1972 and it has been my experience that the older the child, the better off they are when they get here. But I would like to address that one issue you made about the education. You said that they complained almost unanimously about the education, if you look at that school, those classrooms have freshmen, sophomores, juniors, and seniors and I think if we would address that issue you have just limiting to either juniors or seniors, I think that would eliminate most of the complaints, if any complaints could exist after that but right now four classes in one classroom and it is hard for those teachers. Plus you have bosses saying the House is in late, let them off the next day, bring them over here, we have a meeting, cut the classes and they do an outstanding job. Plus the bottom line is 98 percent of those pages go to college and I don't mean university of picayune, I mean Harvard, Yale, and they all do real well.

Mr. WHITEHURST. Which says something about the selection process in the first place.

Mr. RUSS. And it says something about the school. You can't graduate 98 percent, and I mean people have been there for 2 years. I follow these kids. They come back here with their families and they have gone through Harvard and Harvard Law School and those are the kids who have spent 3 years in that school system.

Mr. WHITEHURST. That is where the lad I appointed went to Yale Law School and has done very well. I yield part of the argument to you but I won't yield all of it and I will tell you, we can do a heck

of a lot better than we are doing and I think that you have the chance to give them better than they are getting.

You adopt this program with bringing in prep school teachers on a rotating basis and, by golly, it will just be whiz bang, I promise you. It will be outstanding. There will be prep school teachers falling all over themselves who want to participate in this. The prestige alone will mean a lot to them plus coming here and having that experience.

I have been over in the school a couple of times and talked and I agree with you. Being up there on the top of the Library of Congress, it is a zoo up there, it really is. But that is what I heard from students. A lot of them really complained on some of the instruction and this hurts a lot of people to hear it. But I don't think it can be ignored either and I agree with you.

Let me say this to you and this has been my experience. A good student is going to do well almost in any school. He really is. He is going to be intellectually curious. He has probably had a reasonably good foundation before he got here and so he has the ability to go ahead and succeed anyway and I don't think that it would be fair to say, while the conditions, although they have not been the best and people are teaching under difficult conditions and so forth, that the education the student got was the central factor in that student's continuing academic success.

In some cases it may have been in spite of and that is a tough thing to say.

I am thinking of some of the pages that Jan and I got to know real well and the unburdening of these kids. We brought several of them down to Virginia Beach to our home for the weekend and spent a weekend with us.

Mr. MYERS. How about inviting the Page Board down there?

Mr. WHITEHURST. Golly, we will do that. I would love to have you. Don't come this time of the year. Come about June sometime.

You can't dismiss it though. I partially agree with you and I can't imagine anybody regarding the teaching conditions over there, they are far from ideal, but I think there are other aspects and not just to come back to what I said initially, I think we can do better by them.

Mr. MINISH. Mr. Whitehurst, thank you very much. I know of your interest in this. You and I have talked about this and I am pleased that we had an opportunity to have you as our leadoff witness.

Mr. WHITEHURST. I am grateful for the chance to be here and I thank you very much.

Mr. MINISH. Senator Abdnor?

## STATEMENT OF HON. JAMES ABDNOR, A U.S. SENATOR FROM THE STATE OF SOUTH DAKOTA

Senator ABDNOR. Thank you, Mr. Chairman, and members of the Board.

I am going to be very, very brief. I want to thank you very much for the invitation to appear here. I do have a great interest in the pages and have observed them through the years that I have served in the Congress. I am pleased that I was able to hear Repre-

sentative Whitehurst's testimony because I have always had the greatest respect and appreciation for the concern he has shown for our pages.

I have spoken with him many times when I was in the House about this problem and I know all of you gentlemen are equally as concerned as Congressman Myers. I know it is often hard to put too much time into anything other than the work before you. So, I know that it is exceptional that you gentlemen and ladies are so concerned as to take this interest.

I have followed the activities of pages with a great deal of interest. I think you may remember that I used to get called on once in a while at their morning programs. I used to hear little tales of things they used to do and they are all very, very typical young people like the kids back in our hometowns and I come from the smallest of towns, a town of 375, and a county school of 130 in the high school and have always had a great interest in young people back there also.

I even had the pleasure of having a page here for a one-semester period and it was a great education for him. I think you certainly have taken the leadership thus far in trying to do something to clean up the problems that we have had.

Let's quit kidding ourselves. We have had problems and it is not the young people's fault that these problems exist. I could never understand, that with all the money this Congress spends and we spend a lot as we all know, we could never find the funds to provide the kind of facilities I think young people ought to have.

I think it is equally as important that they have a good school and a good place to stay. Frankly, I don't know if I will ever ask a page to come down here under these conditions again because I do not think it is fair to a 16-, 17-, 18-year-old student to bring him out for this. I can imagine myself at that age having the kind of freedoms that seem to be afforded them and then having to shift for themselves like they do.

I am amazed that we don't have more problems because Members of Congress do a good job of selecting people.

Mr. MINISH. Are you aware of the new dorm?

Senator ABDNOR. Yes; and I think it is wonderful. I want to commend you. I think it is high time we did something. I would love to see that tract of land we purchased before I came here, that was intended for a school, to be used for a school and a dormitory some day.

This does not go far enough, frankly, as far as I am concerned, but it is a far cry and a big improvement over what we had and I am willing to settle for it for now.

I would go so far to say I think these young people ought to have a gymnasium. I will tell you why, because we think it is pretty important that Members of Congress have the opportunity to exercise and carry that into their program and I think pages ought to have that same opportunity. Kids are cooped up in school all morning, work in the Congress all afternoon, and are back in their rooms studying at night.

I think we ought to have those kind of facilities available to them.

Mr. MYERS. You have got one in the Hart Building available that you are not using.

Senator ABDNOR. That is a good thought.

Mr. MYERS. I see you are in the Hart Building too?

Senator ABDNOR. Yes.

Mr. MYERS. A lot of short straws were in there.

Senator ABDNOR. I can tell you a long story about that.

Senator MATHIAS. Don't.

Senator ABDNOR. I said I would only take a second but here I am rambling. See what happens when you go over to the Senate. You guys never heard me make a speech on the House side. But, if I have to make a choice of a school year, and I don't know what the Senate is going to do, but I like the senior year. I know it does keep a student from graduating at home, but I just think that every additional year a high school student has makes him a little more mature and a little more capable to cope with this changing environment that he finds himself in.

This is an unusual place to be and it is a great honor to be here but a young person should be able to cope with the situation and I think there is a lot of merit in having seniors.

Well, I just want to say that we haven't come up with all the answers to the Senate page problem. However, I want to commend you for the work you have done and I understand the hotel is working fine and it is going to make a good dormitory.

I am very anxious to take a tour and I assure you that I intend to do so as soon as it is available. I think this is a real must and I commend you for it.

I thank you for the opportunity. I did have a written statement. I will leave it for the record.

[The prepared statement of Senator Abdnor follows:]

PREPARED STATEMENT OF HON. JAMES ABDNOR

Mr. Chairman, members of the board, I very much appreciate the opportunity to appear before the U.S. House of Representatives Page Board to discuss possible changes in the current Page education program.

I have followed your activities with special interest and I should very much like to express my administration for the manner in which the House Page Board has addressed some of the glaring shortcomings of the current Page program and your aggressive action to obtain some solutions to these problems.

The establishment of the House Page Board coupled with the renovation of the House Office Annex No. 1 as a residence is a major advancement in the Congressional Page Program and one that is long overdue. As you are aware, the Senate Page Management Board is currently reviewing the progress that the House has made and has set September, 1983, as our target date of accomplish the same goals.

Since coming to Congress in 1973, I have been very concerned about the lack of adequate housing and educational facilities for our pages. During my service in the House, as ranking member of the Public Works subcommittee on Public Buildings and Grounds, I urged in vain for action to be taken on this matter. It has been a source of major irritation to me that we, as Members of Congress, have appropriated billions of dollars for every conceivable purpose, and yet did not take any positive action to provide adequate facilities until the glare of public scrutiny focused on the shortcomings of our Page program.

I would be less than honest if I did not indicate that I still believe that we should provide our Pages with a suitable joint residence and classroom facility. This would result in a more suitable and stable environment for these young people.

The House Page Board's proposals for a junior year eligibility requirement is probably the best alternative to the present policy of allowing fourteen-year olds to enter the program. Without undertaking the ability and service of these younger

pages, I do believe that a Junior program would bring a degree of maturity that living in Washington, D.C. often requires.

A Junior/Senior year proposal coupled with an intensive American Studies program could be the most beneficial change we might make in the education program. With the existing wealth of resources available in our nation's capital, I see no reason that an innovative, progressive and rewarding program could not be implemented. It would also serve as good training for the rigors of a University or College education. I urge you to seriously consider this option in your deliberations.

As a final point, let me add that I should like to see this entire matter handled in a prompt and proper manner. I know that all of you share my concerns. For too long Congress has refused to live up to the obligations that we owe these fine youngsters. Their dedication to duty, the long hours of work, and their efforts to make our jobs easier, demand that we address their needs and find solutions to the problems which face the Congressional Page Program.

Knowing of all your efforts, I begin to feel more confident about the future of the Page program. I look forward to learning of your recommendations and assure you that I shall actively urge my colleagues to accept the recommendations of your board.

I very much appreciate the opportunity to appear before you today. Thank you.

Mr. MINISH. Thank you, Senator.

If I were still living on C Street I would be inclined to believe that we ought to have a gym because above me there are eight pages with dumbbells and once in a while they drop them on the floor. But, Senator, I want to thank you very much.

Mr. Fazio.

Mr. FAZIO. I don't have any questions. I simply would like to say, Jim, I appreciate the cooperative spirit, your effort to try and get the Senate and the House to work together. I know you are leader in that effort and I hope we can accomplish it because I really think the program would be a lot stronger if it is uniform and consistent in both bodies.

Senator ABDNOR. I think that is a must. You know, I heard them talking about going separate ways at one time. I went over to our group and I said we are kidding ourselves, you are not going to separate these kids. They associate with one another constantly 24 hours a day. So, you think you are going to have one set of rules for Senate pages and another one for the House, I think that is ridiculous.

Mr. MINISH. Mr. Myers.

Mr. MYERS. Jim, as Mr. Fazio discussed, are you Senators making any effort, to join us in this effort to resolve the issue of education and the housing of pages? It is a common problem for both the Senate and the House. It isn't peculiar to one or the other.

What is the Senate doing?

Senator ABDNOR. Well, by fall I think they plan to be able to move in and join with you people and move into the hotel.

Mr. MYERS. You ought to make a request to join this Board.

Senator ABDNOR. I think they have. Senator Mathias knows more about it.

Mr. MYERS. Well, OK.

You also mentioned in your prepared statement the American studies. What is your concept of what American studies is?

Senator ABDNOR. Well, maybe not to the degree you would take in a college, but I would think that maybe there could be, I use the word blend or a mixture over and above maybe their regular studies. I think it is very imperative that they do take a regular course

of studies. No matter how bright you are it is good to have to have certain subjects and training when they go into college.

But I do think it could be—I don't think full-fledged studies like we do in a college but I think it could be mixed into a small degree, some research and specialized subject matter that with talented people lecturing to them.

Mr. MYERS. Then your notion is that our students, the pages would take a similar course to what other students in the same age bracket but as an extra course would take American Studies, whatever that might be?

Senator ABDNOR. Those that are capable of taking it.

Mr. MINISH. Some would be.

Mr. MYERS. Something like what Bill Whitehurst suggested.

Senator ABDNOR. Yes, sir.

Mr. MYERS. Thank you, Mr. Chairman.

Mr. MOLLOY. I know of your personal interest in the page program from your days in the House and I am assuming that it has not diminished as a result of going to the Senate, and I do want to thank you. There is a good working relationship here and presently some Senate pages are occupying the dorm. We are looking for support from people like yourself over there in order to have a joint operation on this and hopefully that would be tomorrow or in September.

You mentioned that you do favor a senior program as opposed to a junior program, am I right?

Senator ABDNOR. Right.

Mr. MOLLOY. Is there any reason? Would you like to expand on that? The reason I ask that is we have had some thought in previous hearings to the effect that if we take the child away from the nest, for a short period of time and hopefully broaden his base then send him back, it seemed that the least disruptive period would be during the junior year as opposed to the senior year. At that time they have reached a culmination in their activities that seem to be built into the high school in the senior year, the pinning the rose on the mother, the big football game, the senior prom, and that type of stuff.

Senator ABDNOR. That is the one negative part, as you say. They are taken away from the wrapup of the 12 years of school back in their own community. But, on the other hand, when you take each year a young person adds to his life, I think he is that much more mature. You are jumping into a whole new world when you come out of some of these areas where some of our pages come from into a place like Washington, D.C., the U.S. Congress.

It is a pretty fast world and some people can cope with it better than others, which is fine. I just think that a student who has that extra year is in a better position.

Mr. MOLLOY. It would be beneficial to him? What about a shorter period of time, one semester versus two semesters?

Senator ABDNOR. I tell you. I watched this back in our State legislature and we doubled and trippled in number of young people we let be pages up at the State legislature, and it had its advantages. They all got a taste of government in one semester. I would not fight it.

Really, I think, it could go either way. I don't have real strong feelings on that as much as I do the proper facilities for these young people when they are here. That is my major concern.

Mr. MOLLOY. Thank you, Mr. Chairman.

Mr. MINISH. Mr. Guthrie.

Mr. GUTHRIE. It is nice to see you back over on the House side. I don't really have any additional questions with the exception of the possibility on the Senate Management Board on your reviewing that subject in September of this year.

Senator ABDNOR. I tell you I would like to get on the Board. Maybe I can talk someone into running for the job.

Mr. MYERS. We have got a chair here.

Senator ABDNOR. I think we should take more interest in the Senate side. Maybe I am not aware of how much time our governing board puts in or at least the ones looking into this. I attended a couple of the meetings. This is serious business when you are dealing with young peoples' lives, and I think you ought to be willing to put the time into it.

I just don't know how much has been done. I am a good one to be talking when maybe I could have been doing a better job in the Senate side myself.

Mr. GUTHRIE. I appreciate that. Thank you, sir.

Mr. MINISH. Mr. Russ.

Mr. RUSS. I would like to say on behalf of the Senator that he always lent a sympathetic ear and we had some unique problems when he was a member, and I valued his counsel then, as I do now. That is all.

Mr. MINISH. Senator, I want to thank you and let me say that we have extended the olive branch to the Senate. I understand that they hired the cafeteria to supply the food for the pages over at the Senate.

Senator ABDNOR. We are good for something, that is good.

Mr. MINISH. So, we have made a beginning.

Senator ABDNOR. That is great. I just can't imagine there being any problems bringing the two groups together to operating a page school. My heavens, I will be anxious if you want me to talk to anyone over there, I will be more than willing to spend some time working on bringing the two groups together.

Mr. MYERS. It is hard to get the sponsors together, but I think you can get the students together.

Senator ABDNOR. I think so. You try to keep them apart.

Mr. MINISH. Thank you, sir.

Mr. Mathias.

Senator MATHIAS. I have got to say amen to what Jim Abdnor said. I think what he said at the very end there is particularly important. This is serious. You are dealing with the lives of young people, and it ought to be approached in that spirit and so, Jim, I do say amen to what you have said.

Mr. MINISH. Senator, we are pleased to have you and if you have a prepared statement, we could put it in the record, or you can read it, whichever you decide.

## STATEMENT OF HON. CHARLES McC. MATHIAS, A U.S. SENATOR FROM THE STATE OF MARYLAND

Senator MATHIAS. Just very briefly, No. 1, I want to apologize for being late. I had what Tom Johnson used to call a very large delegation of people, and I was trying to explain to them that while I agreed with them totally in the goals of the freeze movement, I was not prepared to sign the freeze resolution, and that took longer than I had expected.

Mr. MINISH. We understand.

Senator MATHIAS. And you have Bill Emerson about to give you testimony and he has had firsthand experience, and I don't want to delay that educational experience for you.

Just let me say this. It has been useful to me to be a little late and to hear some of this testimony because it opens up some of the avenues of inquiry. We have been walking on the edge of disaster on this thing for years, and I think the fact that the House now has established a dormitory is a positive step of first importance. It is the first evidence that we are drawing back from the edge of that disaster because Jim is right, you are dealing with the lives of young people and we have to take some extra precautions.

I remember John McCormack and I am sure some of you have had the same speech about how he would never hire a young woman to come to Washington. He always would hire middle-aged women to come down from Boston to the Speaker's Office because in the National Capital, you have, well, you have heard the speech, how the temptations and the difficulties were so great. And if that is true for mature young women, it is even more so for boys and girls of high school age.

We, I think, need to conform the age factors. I don't think it works well to have pages of different ages. And I think your rule of restricting it to juniors and seniors in high school is the prudent rule. To have much younger boys and girls is, again, risking serious problems for them, as Jim says, for their lives, their future.

I am still disturbed that I don't think any of us have got a handle on how they spend their spare time. And while we can't establish a cloistered life, as might once have been the rule, still this is a dangerous situation that we have to give attention to.

Now, as far as a joint program is concerned, it may be that the Senate, being a deliberative body, has taken too long to deliberate. You fellows have gotten out ahead of us. It may be that we are just repeating history. You know the first pages were in the House and it wasn't until 1830 that the Senate appointed its first page. He was a young man by the name of Grafton Hanson, the grandson of John Hanson, the first President of the United States.

So you have always been ahead of us in the page business and history is repeating itself. But I think there has been some failure of communication here.

Mr. MINISH. Mr. Myers says we are ahead of you in a lot of other things, but he can explain that.

Senator MATHIAS. I admit it freely, some good and some bad.

I think there has been some failure of communication because the recommendation of the Senate Management Board was for a

joint operation on pages. The impression that came to us was that the Speaker was not interested in a joint operation.

Now, as I say, this may be a failure of communication, but it is one that can be remedied. I don't think there is any problem now. It seems to me that, if we want to do what we ought to do for these young people, you can't do it on a two-track system.

The educational investment for the outstanding year of their life ought to be this experience. This ought to be the peak of their academic career. They ought to have the advantage of everything that is available here in Washington. They could have the best speakers, the best teachers, access to museums, access to educational institutions.

It could be simply a year of excellence, I say "year," and I am using that term loosely. It could be a semester. It could be two semesters, or whatever the optimum period of time is, but it ought to be really an extraordinary experience and the excellence of the experience is what we ought to go for.

Now, we have done a staff study in the Senate Rules Committee. I should tell you that the committee has not acted on that staff study, but we have a copy of it which we would like to leave with you for such value as it may have and at your convenience you can look it over.

Mr. MINISH. Fine.

Do you want it put in the record, Senator?

Senator MATHIAS. Yes; I would submit it for the record.

Mr. MINISH. Without objection.

[The information follows:]

## SENATE PAGES AND THE CAPITOL PAGE SCHOOL

Congress has employed young people to serve as messengers and Chamber attendants since the first meeting of the House of Representatives and the Senate in the City of Washington. The first appointment by the House occurred in 1801 during the second session of the sixth Congress and, following British parliamentary practice, the messenger was called a page. The Senate's first page appointment occurred thirty years later when Senators Clay and Webster named nine-year-old Grafton Hanson, a direct descendant of John Hanson of Maryland, President of the Continental Congress, as first page of the Senate. Young Grafton served as the Senate page for ten years. Since that time, Senate pages have grown in number from one to thirty; their ages have been set by law at 14 through 18; and, with the appointments of Paulette Desell by Senator Javits and Ellen McConnell by Senator Percy, their ranks now include both boys and girls.

The Senate page program, like its counterpart in the House of Representatives, provides a unique opportunity for high school age students to observe, as staff participants, the workings of Congress. This the pages do by performing official messenger duties, by preparing the Senate Chamber with the documents and Congressional Records necessary for floor activities, and by running errands for Senators and elected officials of the Senate. A limited educational program is provided for pages by the District of Columbia Board of Education under contract to the House and the Senate. No residential facilities are provided Senate pages; each page is expected to use his or her $9,000 annual salary for living expenses in Washington. Supervision of the pages is distributed in an informal manner among the elected officers of the Senate, the Senator appointing the page, and the Capitol Page School. Problems with the page program have been identified in the following areas:

(1) range of age - 14 to 18 for Senate pages; 16 to 18 for House pages; and the number of years or length of page service, which widely varies at present from a few months to several years;

(2) the type and quality of the educational program provided to the pages by the Capitol Page School;

✓ (3) inadequate space and facilities for the Capitol Page School in the Library of Congress;

(4) lack of residential or dormitory housing for the pages; and

(5) fragmented managerial responsibility for the page program and the absence of any formally designated supervisor for the pages.

These five problem areas have been explored in-depth by the General Accounting Office, the Subcommittee on Elementary, Secondary, and Vocational Education of the House Committee on Education and Labor, and the Chairman of the Senate Committee on Rules and Administration, Senator Mathias. In addition, the Congressional Research Service has prepared a historical report on the page system from its origins during the sixth Congress through 1981. After reviewing this material and additional information in newspaper and magazine articles, we recommend the following changes to the Senate page program. Adoption of these changes would create a new program, one which would eliminate most of the existing problems and provide the pages with a worthwhile experience while working for the Congress:

o Remove the page program from patronage appointment and place the responsibility for pages under the Senate Sergeant at Arms;

o Appoint, through a competitive program, outstanding high school age students to a junior year in the Capitol Page School. This high school academic year appointment would be for one year, beginning in July of one year and lasting through June of the following year, with some flexibility for an

overlap of service during the summer months by experienced pages. The program could be limited to one school semester with the possibility of appointment for a second semester of the junior year;

✔ o Contract with the District of Columbia Board of Education for an innovative academic program for the pages. This would emphasize the Congress and the legislative process, the social and policy sciences, budgeting and management in the Federal Government, effective writing and the media, and the unique information systems and services on Capitol Hill. The program should be at least comparable to that provided by the District's highly successful Duke Ellington School for the Performing Arts;

✔ o Direct the Library of Congress to provide adequate and innovative facilities, libraries, and information systems and services for the new Capitol Page School program; and

o Establish a program for housing Senate pages with families on Capitol Hill or nearby in the Washington metropolitan area.

Implementation of these innovative recommendations would require new legislation from the Congress. A listing of current legislation relating to pages is contained in the Appendix to this report. Concurrence on the parts of the House and Senate leadership and the committees of jurisdiction would be necessary. We would recommend the drafting of a measure that could be simultaneously introduced in the Senate and the House by Chairmen Mathias and Hawkins, respectively; the holding of brief hearings jointly by the Senate Rules and House Administration Committees; and the issuance of a joint report. Upon enactment of a new statute, these recommendations could be implemented with little additional direct cost to the Congress. (Remodeling of existing school space in the Library of Congress would be the most significant, and would, of course, be a one-time cost; it may indeed coincide with the current remodeling

of the Jefferson Building.) The Architect of the Capitol has $200,000 in his budget for Page School renovations. Since extensive hearings and several reports are already available on these issues, we would hope that action could be taken in a relatively short period of time, and a new program in place by July of 1983.

1. AGE AND LENGTH OF SERVICE

Under the current page program, the House of Representatives accepts pages between the ages of 16 and 18. The Senate pages may range in age from 14 to 18. An individual may not be appointed as a page in either House to a session which begins after his/her 18th birthday. The program is oriented to boys and girls of high school age and it is the only program for paid Congressional staff specifically aimed at this age group.[1]

Over the years, the age requirements for Senate pages have changed. The reports reviewed, dating from 1965 to the present, noted two major problems created by an age range of 14 to 18 and the current length of appointment.

First, the Page School must offer a program covering four high school years, even though the majority of the pages are juniors and seniors in high school. Therefore, the resources and abilities of the teachers and facilities are diluted, and it would appear that exceptional teachers are required to maintain such a program.[2] It is also possible for a Senate page to spend four years in the program and a House page two years with the appointment being made at any time, but not for less than two months. Therefore, the appointment may not coincide with a school term, which can create problems for both the teachers and the students.

Second, there is a lack of supervision for all pages who, in most cases, are minors. Several times the articles and reports reviewed stressed the responsibility of Congress to provide for adequate supervision, particularly after working hours, for the pages. Supervision is presently lacking; pages make their own arrangements for housing, meals, study hours, social events, etc. As pointed out in the various studies, it is amazing that there have not been more serious problems considering the number of boys and girls in the program who, at a very young age, are totally responsible for their own activities.[3]

1 Draft Report-Capitol Page School, Committee on Education and Labor, p. 22.
2 op. cit., p. 10.
3 op. cit., p. 20.

Among the proposals offered have been the following:

(1) Senate adopt the same age criteria as the House (16-18);

(2) limit the age to 18 or older and, more specifically, use college students;

(3) limit the program to either the junior or senior year of high school; or

(4) hire messengers and eliminate the page program completely.

Our recommendation is to appoint outstanding high school age students to a junior year in the Capitol Page School. This high school academic year appointment would be for one year, beginning in July of one year and lasting through June of the following year, with some flexibility for an overlap of service through the summer months by experienced pages. This one year of service and the educational program we propose would provide a unique experience and, by limiting it to one year, the pages would still be able to complete all required subjects in their hometown high school and be involved in hometown sports, arts, and other activities.

Several Members have adopted procedures for selecting outstanding students for both the page program and an intern program. Descriptions of these procedures are in Appendix II and could be adapted for a Senate-wide page program.

2. THE CAPITOL PAGE SCHOOL'S ACADEMIC PROGRAM

3. SPACE AND FACILITIES AT THE LIBRARY OF CONGRESS

The Legislative Reorganization of 1946 directed the Secretary of the Senate and the Clerk of the House to arrange with the Board of Education of the District of Columbia for the education of the pages in the public school system of Washington; it further authorized the appropriation of funds to reimburse the District of Columbia for any additional expenses incurred by its public schools in carrying out the arrangement.

Subsequently, in 1949 the Capitol Page School was established in the Library of Congress with its staff provided and paid by the Board of Education of the District of Columbia.

The Capitol Page School consists of six teachers, a principal (who also serves as a counselor), an administrative assistant, and a part-time basketball coach, all of whom are employed by the District of Columbia school system. The school follows the calendar of the public schools of the District of Columbia and is in session from September until June.

The students attend four or five 45-minute classes five days a week beginning at 6:15 a.m. This four-year high school has been accredited by the Middle States Association of Colleges and Secondary Schools, and its curriculum is geared towards college preparation since most pages later attend a college or university. The courses offered include social sciences, English, foreign languages, physics, business education, mathematics, and music appreciation. Chemistry is excluded because the Library of Congress prohibits laboratory courses which might be hazardous to its books and archives.

In the 94th Congress, the House Education and Labor Subcommittee on Elementary, Secondary, and Vocational Education, chaired by Representative

William Lehman (D-Fla.), held oversight hearings on the Capitol Page School as part of a study of the school that was conducted by the Education and Labor Committee.[4] In a draft staff report following the hearings, Congress was urged to consider several reforms including changes in administration of the school by the D. C. Board of Education and the building of a residential page school.[5]

During the same year, the House Appropriations Committee, noting the Education and Labor study, urged that the appropriate officials and committees of both the House and Senate "aggressively pursue the development of an adequate mechanism that will insure quality education..."[6] The following year, the Appropriations Committee of both the House and Senate, requested the Comptroller General (General Accounting Office) to initiate a review of the Capitol Page School.[7] The Comptroller General's report was submitted to Congress in

[4] U. S. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education. Oversight Hearings on the Capitol Page School. Hearings, 94th Cong., 2d Sess., September 22-23, 1976. Washington, U.S. Government Printing Office, 1976. 141 p.

[5] Eisen, Jack. Panel Report Calls for Reform at School for Capitol Page, Washington Post, June 18, 1977. p. D2.

[6] U. S. Congress. House. Committee on Appropriations. Legislative Branch Appropriation Bill, 1978. Report to Accompany H.R. 7932. House Report No. 95-450, 95th Cong., 1st Sess. Washington, U. S. Government Printing Office, 1977. p. 22.

[7] U. S. Congress. House. Committee on Appropriations. Legislative Branch Appropriation Bill, 1979. Report to Accompany H.R. 12935. House Report No. 95-1254, 95th Cong., 2d Sess. Washington, U. S. Government Printing Office, 1978. p. 18.

U. S. Congress. Senate. Committee on Appropriations. Legislative Branch Appropriations, 1979. Report to Accompany H.R. 12935. Senate Report No. 95-1024, 95th Cong., 2d Sess. Washington, U. S. Government Printing Office, 1978. p. 37

April 1979.[8] Among his recommendations were several for better oversight of the Capitol Page School, including a formal arrangement between the D. C. Board of Education, the Clerk of the House, and the Secretary of the Senate for educating the pages. Previous arrangements had been informal. Written contracts are now negotiated with the Board of Education for each academic year.

GAO also recommended that the Board of Education provide periodic reports on problems, accomplishments, and recommendations for improving school operations and page performance to help Congressional overseers better evaluate the school operations. Moreover, it reported a Department of Health, Education, and Welfare suggestion that pages be given one-year appointments to provide optimum experience in learning the legislative process and to provide Congress with adequate page service. This would also permit the Page School to improve the instructional program and provide a more regular schedule for a more stable student body.[9]

All recent studies of the page system agree on the following points:

(1) the difficulty of providing any kind of solid academic program in a single, self-contained high school for 30 Senate pages and 71 House pages whose ages range from 14 through 18 and whose high school grade levels are nine through twelve;

(2) the impracticality of attempting to provide a traditional, high quality academic program between 6:15 a.m. and an hour before the House or Senate convenes for a daily session;

(3) the undesirability of a page spending his or her entire school career at the Capitol Page School;

[8] U. S. General Accounting Office. Improvements Recommended for Better Oversight of the Capitol Page School; Report to the Congress by the Comptroller General of the United States. B-192655, April 26, 1979. Washington, 1979. 33 p.

[9] Amer., Lehmann, Mildred. Pages of the United States Congress. Congressional Research Service Report No. 81-256 - Gov. December 1, 1981, 35 p.

(4) the inadequacy of the present school facilities: poor library, an absence of laboratories; no gymnasium; etc., in the Page School at the Library of Congress; and

(5) the failure to integrate the activities of the Congress and the academic life of the pages.

All studies recommended the consideration of:

(1) a single academic year program; and

(2) an innovative, special program which involves the pages' unique experience in working directly for the Congress.

We recommend that outstanding students be selected for a high school junior year in an innovative academic program that emphasizes the Congressional environment in which the page works. This would allow the page to plan for science, arts, and language courses in his or her hometown high school and return to his or her hometown high school for the page's senior year and high school graduation.

The Congress should contract with the District of Columbia Board of Education to provide an innovative academic program for the pages. This program would emphasize the Congress and the legislative process, the social and policy sciences, budgeting and management in the Federal Government, effective writing and the media, and the unique information systems and services on Capitol Hill. The program should be at least comparable to that provided by the District's highly successful Duke Ellington School for the Performing Arts.

The Congress should also direct the Library of Congress to provide adequate and innovative facilities, libraries, and information systems and services for the new Capitol Page School program.

4. RESIDENTIAL OR DORMITORY HOUSING

Pages now obtain their own housing, although assistance is given by the Senate Sergeant at Arms, House Doorkeeper, Capitol Page School Principal, and sponsors. A small percentage of the Senate pages are from the metropolitan area and reside at home, others live in rooming houses or apartments. Most of these facilities are minimal; adequate meals, supervision, and a good study environment are usually lacking. The pages' salaries are intended to cover lodging, meals and incidental expenses.

The John McCormack Residential Page School was authorized in 1970 (P.L. 91-510). In 1971, money was appropriated for the Architect of the Capitol to develop studies and to prepare preliminary plans and cost estimates for acquisition of a site and construction of residential Page School. The plans have been prepared and revised several times. In 1972, $1,450,000 was appropriated for the Architect to acquire Square 764 in the District as a site for the Page School. The issue is still unresolved and the estimated cost for such a facility is over $14,000,000 (1979). Given this period of fiscal cutbacks, it may be impossible to find support for an expenditure of this magnitude, even if all Members agreed that there is a valid need for a residential page school.

The proposals over the years have included:

(1) build a page residence and school;

(2) modify a suitable existing residence(s) in the area, if such exist; and

(3) establish a program whereby students live with families in the area. This would be similar in concept to the Foreign Exchange Student Program.

We recommend establishing a program for housing Senate pages with families on Capitol Hill or nearby in the Washington metropolitan area. The program would cost the Senate very little (some administrative support would be required to identify families and work out the details, and to coordinate the placement of pages). The problem of supervision, adequate facilities and meals would be resolved. If the program works for foreign exchange students, it should work for the pages.

We have been informally advised by the Congressional Research Service that student exchange programs which attract outstanding high school students, whose participation in the program is by competitive selection, have no difficulty finding suitable host sponsors and/or appropriate housing with resident families. The experience of these ongoing student exchange programs should be easily adaptable to the Congressional environment.

5. RESPONSIBILITY WITHIN CONGRESS

Currently, the school is responsible to the District of Columbia, the Speaker of the House, the Senate Sergeant at Arms, the Doorkeeper of the House, the Patronage Committee, several of the House and Senate committees, and the pages' sponsors, as well as to the students and their parents. In addition, the Secretary of the Senate and the Clerk of the House are responsible for the contractual arrangement with the District of Columbia for the Page School.

Although the Board of Education of the District of Columbia has primary control over the quality of education, the authority of the various Congressional officials is spread out so thinly that uncertainty appears to have developed about where all responsibility for the pages' education lies; therefore, no one is held totally accountable. In the event a problem arises, there is no one individual who can make an immediate decision.

Proposals to date include:

(1) establish a board consisting of the Secretary of the Senate, Senate Sergeant at Arms, Staff Director of the Senate Rules Committee, Clerk of the House, House Sergeant at Arms, and the Staff Director of the House Administration Committee;

(2) establish a joint committee. The joint committee would be composed of 12 members as follows: (1) six members of the Senate, appointed by the President pro tempore of the Senate, of which three shall be members of the Committee on Labor and Human Resources, one shall be a member of the Subcommittee on Governmental Efficiency and the District of Columbia, one shall be a member of the Committee on Rules and Administration, and one shall be a member of the Committee on Appropriations; (2) six members of the House of Representatives, appointed by the Speaker of the House, of which three shall be members of the Committee on Education and Labor, one shall be a

member of the Committee on the District of Columbia, one shall be a member of the Committee on House Administration, and one shall be a member of the Committee on Appropriations;

(3) Senate Management Board and House counterparts take over the responsibility;

(4) establish a board consisting of the Secretary, Sergeant at Arms (Senate), Clerk, Doorkeeper (House), and Architect of the Capitol;

(5) establish a board of professional educators; and

(6) designate the Sergeant at Arms of the Senate as the primary individual responsible for the Senate pages.

We recommend consolidating responsibility for Senate pages in the office of the Senate Sergeant at Arms. The Sergeant at Arms is now responsible for security and access to the Senate Chamber and is responsible for disciplinary actions relating to the pages. The Sergeant at Arms receives copies of the pages' report cards, notification of those who are failing subjects, and periodic reports from the Page School. While the Secretary and Clerk currently sign the contract for pages' education, the Sergeant at Arms could supervise the educational program, etc., without having to change any existing laws.

APPENDIX I

Standing Orders of the Senate

Length of Service and Age of Senate Pages

Resolved, That it shall be the duty of the Sergeant at Arms to classify the pages of the Senate, so that at the close of the present and each succeeding Congress, one-half the number shall be removed ***.

[S. Jour. 514, 33-1, July 17, 1854.]

Resolved, *** That in no case shall a page of the Senate be appointed for duty in the Senate Chamber who is younger than fourteen years of age and who has not completed the eighth grade of school, or is seventeen years of age or older, except that those enrolled in the Senate page school who attain age seventeen may serve as pages through the session of the Senate in which the page-school year terminates.

[S. Jour. 54, 81-1, Jan. 13, 1949; S. Jour. 23, 86-2, Jan. 11, 1960.]

United States Code

Title 2, Section 88a. Education of Congressional and Supreme Court pages; appropriations; attendance at private or parochial schools.

(a) The Secretary of the Senate and the Clerk of the House of Representatives, acting jointly, are authorized and directed to enter into an arrangement with the Board of Education of the District of Columbia for the education of Congressional pages and pages of the Supreme Court in the public school system of the District. Such arrangement shall include provision for reimbursement to the District of Columbia for any additional expenses incurred by the public school system of the District in carrying out such arrangement.

(b) There are authorized to be appropriated such sums as may be necessary to reimburse the District of Columbia in accordance with the arrangement referred to in subsection (a) of this section.

(c) Notwithstanding the provisions of subsections (a) and (b) of this section, said page or pages may elect to attend a private or parochial school of their own choice: Provided, however, That such private or parochial school shall be reimbursed by the Senate and House of Representatives only in the same amount as would be paid if the page or pages were attending a public school under the provisions of subsections (a) and (b) of this section. [Aug. 2, 1946, ch. 753, section 243, 60 Stat. 839.]

Section 88b. Same; other minors who are congressional employees.

The facilities provided for the education of Congressional and Supreme Court pages shall be available from and after January 2, 1947, also for the education of such other minors who are congressional employees as may be certified by the Secretary of the Senate and the Clerk of the House of Representatives to receive such education. [Mar. 22, 1947, ch. 20, section 101, 61 Stat. 16.]

Section 88b-1. Congressional pages--Appointment conditions.

(a) A person shall not be appointed as a page of the Senate or House of Representatives--

(1) unless he agrees that, in the absence of unforseen circumstances preventing his service as a page after his appointment, he will continue to serve as a page for a period of not less than two months; and

(2) until complete information in writing is transmitted to his parent or parents, his legal guardian, or other appropriate person or persons acting as his parent or parents, with respect to the nature of the work of pages, their pay, their working conditions (including hours and scheduling of work), and the housing accommodations available to pages.

(b) A person shall not serve as a page--

(1) of the Senate before he has attained the age of fourteen years; or

(2) of the House of Representatives before he has attained the age of sixteen years; or

(except in the case of chief page, telephone page, or riding page) during any session of the Congress which begins after he has attained the age of eighteen years.

Title 40, Section 184a. John W. McCormack Residential Page School--Construction authorization for dormitory and classroom facilities complex.

(a) There is hereby authorized to be constructed, on a site jointly approved by the Senate Office Building Commission and the House Office Building Commission, in accordance with plans which shall be prepared by or under the direction of the Architect of the Capitol and which shall be submitted to and jointly approved by the Senate Office Building Commission and the House Office Building Commission, a fireproof building containing dormitory and classroom facilities, including necessary furnishings and equipment, for pages of the Senate, the House of Representatives, and the Supreme Court of the United States.

(b) The Architect of the Capitol, under the joint direction and supervision of the Senate Office Building Commission and the House Office Building Commission, is authorized to acquire on behalf of the United States, by purchase, condemnation, transfer, or otherwise, such publicly or privately owned real property in the District of Columbia (including all alleys, and parts of alleys, and streets within the curblines surrounding such real property) located in the vicinity of the United States Capitol Grounds, as may be approved jointly by the Senate Office Building Commission and the House Office Building Commission, for the purpose of constructing on such real property, in accordance with this section, a suitable dormitory and classroom facilities complex for pages of the Senate, the House of Representatives, and the Supreme Court of the United States.

(c) Any proceeding for condemnation instituted under subsection (b) of this section shall be conducted in accordance with subchapter IV of chapter 13 of title 16 of the District of Columbia Code.

(d) Notwithstanding any other provision of law, any real property owned by the United States, and any alleys, or parts of alleys and streets, contained within the curblines surrounding the real property acquired on behalf of the United States under this section shall be transferred, upon the request of the Architect of the Capitol made with the joint approval of the Senate Office Building Commission and the House Office Building Commission, to the jurisdiction and control of the Architect of the Capitol.

(e) Notwithstanding any other provision of law, any alleys, or parts of alleys and streets, contained within the curblines surrounding the real property acquired on behalf of the United States under this section shall be closed and vacated by the Commissioner of the District of Columbia in accordance with any request therefor made by the Architect of the Capitol with the joint approval of the Senate Office Building Commission and the House Office Building Commission.

(f) Upon the acquisition on behalf of the United States of all real property under this section, such property shall be a part of the United States Capitol Grounds and shall be subject ot the provisions of sections 193a to 193m, 212a, and 212b of this title.

(g) The building constructed on the real property acquired under this section shall be designated the "John W. McCormack Residential Page School". The employment of all services (other than that of the United States Capitol Police) necessary for its protection, care, maintenance, and use, for which appropriations are made by Congress, shall be under the control and supervision of the Architect of the Capitol. Such supervision and control shall be subject to the joint approval and direction of the Speaker and the President pro

tempore. The Architect shall submit annually to the Congress estimates in detail for all services, other than those of the United States Capitol Police or those provided in connection with the conduct of school operations and the personal supervision of the pages, and for all other expenses in connection with the protection, care, maintenance, and use of the John W. McCormack Residential Page School. The Speaker and the President pro tempore shall prescribe, from time to time, regulations governing the Architect in the provision of services and the protection, care, and maintenance, of the John W. McCormack Residential Page School.

(h) The Speaker of the House of Representatives and the President pro. tempore of the Senate jointly shall designate an officer of the House and an officer of the Senate, other than a Member of the House or Senate, who shall jointly exercise supervision and control over the activities of the pages resident in the John W. McCormack Residential Page School. With the approval of the Speaker and the President pro tempore, such officers so designated shall prescribe regulations governing--

(1) the actual use and occupancy of the John W. McCormack Residential Page School including, if necessary, the imposition of a curfew for pages;

(2) the conduct of pages generally; and

(3) other matters pertaining to the supervision, direction, safety, and well-being of pages in off-duty hours.

Such officers, subject to the approval of the Speaker and the President pro tempore, jointly shall appoint and fix the per annum gross rate of pay of a Residence Superintendent of Pages, who shall perform such duties with respect to the supervision of pages resident therein as those officials shall prescribe. In addition, such officers, subject to the approval of the Speaker and the President pro tempore, jointly shall appoint and fix the per annum gross rates

of pay of such additional personnel as may be necessary to assist those officers and the Residence Superintendent of Pages in carrying out their functions under this section.

(i) Nothing in section 88b-1 of title 2 and this section shall affect the operation of section 88a of title 2 or section 88b of title 2, relating to educational facilities of pages and other minors who are congressional employees. [Oct. 26, 1970, Pub. L. 91-510, section 492, 84 Stat. 1199.]

Acquisition of Property as an Addition to the Capitol Grounds

To enable the Architect of the Capitol to acquire on behalf of the United States, as an addition to the United States Capitol Grounds, by purchase, condemnation, transfer, or otherwise, all publicly or privately owned property contained in square 764 in the District of Columbia, and all alleys or parts of alleys contained within the curblines surrounding such square, as such square appears on the records in the office of the surveyor of the District of Columbia as of the date of the approval of this Act: Provided, That any proceeding for condemnation brought under this paragraph shall be conducted in accordance with the Act of December 23, 1963 (16 D.C. Code, secs. 1351-1368): Provided further, That for the purposes of this paragraph, square 764 shall be deemed to extend to the outer face of the curbs surrounding such square: Provided further, That notwithstanding any other provision of law, any real property owned by the United States and any public alleys or parts of alleys and streets contained within the curblines surrounding such square shall, upon request of the Architect of the Capitol, be transferred to the jurisdiction and control of the Architect of the Capitol without reimbursement or transfer of funds, and any alleys or parts of alleys or streets contained within the curblines of said square shall be closed and vacated by the Commissioner of the District of Columbia, appointed pursuant to part III of Reorganization

Plan numbered 3 of 1967, in accordance with any request therefor made by the Architect of the Capitol: Provided further, That, upon acquisition of such real property pursuant to this paragraph, the Architect of the Capitol is authorized to use such property as a green park area, pending its development for permanent use as the site of the John W. McCormack Residential Page School, subject to the approval of the Senate Office Building Commission and the House Office Building Commission: Provided further, That the jurisdiction of the Capitol Police shall extend over any real property acquired under this paragraph and such property shall become a part of the United States Capitol Grounds and be subject to the provisions of sections 193a-193m, 212a, and 212b of title 40, United States Code: Provided further, That the Architect of the Capitol, under the direction of the Senate Office Building Commission and the House Office Building Commission, is authorized and directed to enter into such contracts, incur such obligations, and make such expenditures, including expenditures for personal and other services, as may be necessary to carry out the provisions of this paragraph; $1,450,000, to remain available until expended. [Oct. 31, 1972, Pub. L. 92-607, 86 Stat. 1512.]

APPENDIX II

Accreditation of an Innovative Junior Year in
High School Page School Program

The Senior Specialist in Education of the Congressional Research Service responded to staff inquiries regarding accreditation of an innovative, non-traditional high school junior year program with two thoughtful memoranda, both of which are attached. His findings are:

(1) within the educational community, there is a concept referred to as a "core curriculum" approach in which the educational program is organized around the current life experiences of the students. Basic concepts and content are not sacrificed but are integrated into the school program;

(2) "alternative" public high schools in Philadelphia, St. Paul, Ann Arbor, and Atlanta may have programs that could serve as a point of departure for discussion about alternatives for the Page School program; and

(3) there are pros and cons to the idea of an innovative, non-traditional academic program emphasizing the Congress for a page's junior year in high school.

Congressional Research Service
The Library of Congress

Washington, D.C. 20540

March 16, 1982

TO : Senate Rules and Administration Committee
Attention: Tony Harvey

FROM : K. Forbis Jordan
Senior Specialist in Education
Office of Senior Specialists

SUBJECT : The Page School Program

Following our conversation concerning revising the educational program in the Page School, I have made some additional inquiries and find that "alternative" public high schools in Philadelphia, St. Paul, Ann Arbor, and Atlanta may have programs that could serve as a point of departure for discussions about alternatives for the Page School program. Undoubtedly, others also exist, but these were identified through initial inquiries. Further examples may also be found in some of the private schools. The advantage of considering the "alternative" schools is that they typically are relatively small (200 students or less) and also have jumped the accreditation hurdle.

After giving some additional thought to the possibility of revising the program of the Page School so that it would incorporate some aspects of the work experiences of the Pages, and making a quick review of the research on alternative schools and educational change, the following set of "pros" and "cons" may have some relevance to the discussion:

PROS

1. Student interest likely would be higher because activities of the Congress, and the daily work of the Pages, would be integrated into the school program.

2. Teachers and administrators might find a greater professional challenge if the school's educational program became more dynamic and current because of its being related to ongoing Congressional activities.

3. Content in the social studies and English likely would be strengthened, and the quality of content in other subjects could be maintained at its current level.

4. If age or grade level restrictions were placed on Page appointments, the number of school offerings could be reduced and greater emphasis placed on a reduced number of subjects.

5. Teachers in the Page School likely would become more involved in the total experiences of the Pages.

6. Difficulties associated with maintaining current instructional materials and adequate equipment likely would be reduced because of the the possible use of "Hill" resources.

CONS

1. Teachers and administrators might not be receptive to this change in the emphasis of the school's program, for the likely result would be a change in the school's operation and a modification of offerings. Additional work would be required of the school staff as changes or modifications are made in the teacher workday, program offerings, and instructional methods.

2. The use of current experiences of the Pages and emphasis on Congressional actions might be viewed as a weakening of the school's program and a movement toward less emphasis on the basic skills and traditional high school subject matter.

3. The increased emphasis on the social studies and English might result in decreased emphasis or decline in the quality of instruction in the remaining subjects.

4. Some difficulties might be encountered in transferring credits to the Pages' "home" schools, and in maintaining accreditation for the Page School.

5. The new program in which current Congressional issues would be a part of the program poses a possibility that Pages might develop political points of view on issues and might become activists seeking to promote these positions. This could pose a problem for the entire Page program.

6. Modifications in eligiblity requirements for Pages would reduce the options that Members have in appointing Pages and would reduce the time that Pages could serve.

The research concerning change and innovation in schools indicates that the school principal is a key person in any effort to modify the school's program. The principal can stand aside as a neutral person and relinquish the leadership role to other members of the school staff, can be a facilitator for the process, or can be an obstructionist, but in any case, the principal will serve as a "gate keeper." Teacher support is also vital, but the principal sets the tone and has the opportunity to make a variety of decisions that will influence the success or failure of the effort.

Congressional Research Service
The Library of Congress

Washington, D.C. 20540

March 12, 1982

TO : Senate Rules and Administration Committee
Attention: Tony Harvey

FROM : K. Forbis Jordan
Senior Specialist in Education
Office of Senior Specialists

SUBJECT : Options for the Congressional Page School

In response to your request about possible options and particular programmatic emphases that might be utilized in the program for the Page School, the following comments are offered. In operating a school for Congressional Pages, several factors may merit some consideration.

1. Pages have an opportunity to observe the Congress in action, but their level of responsibility is often not great, duties are often varied, and terms of appointment differ. Consequently, the opportunities to integrate their "Page" experiences with a program of instruction might not be as great as first anticipated.

2. Pages come from throughout the United States, from a wide variety of home and family backgrounds, and from different types of schools in terms of both size and orientation. Since they typically spend no more than one of their high school years in the Page School, one might take one of several positions about the content and emphasis of the Page School program.

Position A

The orientation and content of the program should follow traditional subject matter scope and sequence so that "Pages" can reenter their home high schools with a minimum of difficulty.

Position B

The typical Page is an able student with a high level of interest in government; in all likelihood, this student will have accumulated considerably more credits during the high school years than required for graduation, and the Page School setting should provide a unique opportunity for work and schooling to be integrated in some meaningful fashion.

Position C

Throughout the Nation, the trend is toward a return to the basic skills, and the Page School should recognize this trend by focusing on traditional basic skills rather than pursuing an innovative curriculum that may or may not be relevant to either the program in the Page's "home school" or the Page's career aspirations.

Position D

The amount of actual time allocated for formal schooling does not constitute a majority of the Page's work day and Pages have a wide variety of duties; therefore, the orientation of the Page School should be toward the basic courses in a typical high school program so that minimum problems will be encountered in the transition to the Page's "home school."

Position E

Pages are in situations very similar to that of youth who are actors or talented performers. Their schooling is to some degree incidental to other experiences and should be designed to provide them with basic competencies and skills that will be needed in later life, as well as for entrance into and success in postsecondary education.

Position F

Rather than providing a continuation of the Pages' high school program, the purpose of the Page School should be to train the Pages so that they will be more effective in their duties as Pages.

A dramatic restructuring of the program of the Page School should be approached with some degree of caution for the following reasons:

1. Parents of Pages typically have high expectations for their children and have some anxiety about the quality of the program in the Page School,

but this usually is alleviated when the current program is explained and accreditation status is noted. (The school is currently accredited by the Middle States Association of Colleges and Secondary Schools, one of the six voluntary regional accrediting associations that cover the Nation.)

2. The potential term of appointment and service for Pages varies between the two Houses of Congress. For the Senate, appointment may be made when a person is 14 years of age as compared with 16 years for House Pages. Some Pages serve for periods of one semester or less.

3. For the Pages who serve more than one year, the concern over the types of courses and curriculum will be greater because of the possibility of available courses not being easily integrated into their high school sequence, or not being appropriate for meeting the entrance requirements of some post-secondary schools.

4. In any discussion of restructuring, concerns likely will be raised about the impact on the school's accreditation. Since accreditation procedures are somewhat establishment-oriented, suppport of the school staff will be critical in discussions about changes and their impact on accreditation.

5. Even though high school age youth are mature in many ways, some would contend that some structure and content should be retained in educational programs for a large majority of students to ensure that basic skills and competencies are acquired.

Current course offerings include the social sciences, English, mathematics, sciences (laboratory facilities not provided), foreign languages, and business. Within the content of the current program, there would appear to be considerable opportunity for flexibility to focus on particular topics and areas of interest that would be unique to the Hill. This can be done overtly with great

fanfare, and a variety of people will likely raise questions about the effect on the academic quality of the school's program. Modifications can be made in the content of the existing courses and programs, and the school will be praised for making the course content relevant to the experiences of the Pages.

Within the educational community, there is a concept referred to as a "core curriculum" approach in which the educational program is organized around the current life experiences of the students. Basic concepts and content are not sacrificed, but are integrated into the school program. (The difficulty with this approach is that teachers must spend considerably more time in individual and cooperative planning as they organize and conduct the program.)

In all of the discussion about possible changes, an important cliche to remember is that "curriculum is what takes place after the teacher closes the door and begins to work with students." Some formal review and observation of the current program and its content might be appropriate before significant changes are made in the Page School program.

Additional discussion can be provided upon your request.

APPENDIX III

Competitive Selection of Senate Pages

Many Sen tors presently select outstanding high school students and college undergraduates for appointment as pages and interns. These programs may offer insights and experience that would be helpful those who might plan and administer a competitive page selection process.

Senator Weicker, for example, selects outstanding high school students through a statewide, non-partisan competition which is held every two years. The applicants are required to fill out a two-page questionnaire and to supply two letters of recommendation with the completed appliation (attached). After initial screening, finalists are interviewed by the Senator, and eight students are slected. Their appointments are made for staggered three-month consecutive terms. Senator Weicker's Administrative Assistant suggested that a one-semester junior year program be considered since this would allow more high school students to participate.

APPLICATION FOR SENATE PAGE

Return to: Senator Lowell P. Weicker, Jr., United States Senate
Washington, D.C. 20510

NAME _____
Last First Middle

ADDRESS _____
Street City State Zip Code

TELEPHONE NUMBER _____

LEGAL ADDRESS (If different than above)

_____
Street City State Zip Code

PARENTS _____

DATE OF BIRTH_____ PLACE OF BIRTH _____

NAME AND ADDRESS OF SCHOOL _____

_____YEAR IN SCHOOL_____

CURRENT SUBJECTS AND GRADES_____

_____

_____

SCHOOL ACTIVITIES _____

_____

OTHER ACTIVITIES _____

_____

_____

ELECTED OFFICES HELD AND AWARDS _____

_____

_____

22-574 O—83——4

Senator MATHIAS. With the caveat that the Rules Committee hasn't acted on it yet, but I think it would be of interest to you.

Mr. MYERS. It is a recommendation then rather than a report?

Senator MATHIAS. Yes.

I was delighted to hear Jim Abdnor express interest. I think we are prepared to introduce legislation on the Senate side or to act on legislation that you may have that will be helpful in this regard. I think there is a disposition to improve the system and you have taken some initiatives and that is good. You have got the ball rolling, let's keep it rolling now and get the job finished.

My memory is sharpened by the fact that the staff study was participated in by the Secretary of the Senate, by the Senate Management Board, and by the Sergeant at Arms. So, it is more than just the staff of the Rules Committee. You have got a lot of the thinking of the administrative group over on the Senate side.

Thank you very much.

Mr. MINISH. Senator, I want to thank you for coming over and giving us your views. You have been very helpful to the committee.

Mr. Myers.

Mr. MYERS. Well, we are all pleased that the Senate at this point, at least the most influential Members, are amenable to making this a joint effort. I think that is very important that both you and Senator Abdnor have expressed your views this afternoon.

Senator MATHIAS. I don't really think we can do as good a job for the kids by running two separate shows. If we pool the resources and have the best educational experience, they can all benefit by it.

Mr. MYERS. We appreciate you for giving us the credit of being out in front, but we really were pushed into it. We didn't exactly jump into it as you will remember.

Senator MATHIAS. Most advances in life happen that way.

Mr. MYERS. Some press accounts last year forced the issue upon us that we had to do something about it, and we agree that the young people we have had through the years, we have been extremely fortunate. We haven't had more problems and we have had no major problems, but we have been very fortunate. We want to continue that record is the reason that this body has acted.

I am sure you share the same concern. I think as quickly as possible, personally, I feel, that this should be a joint effort rather than just a unilateral House effort because it is a congressional page school, and it is a congressional page program. Even though you have different age brackets, I think we ought to make it uniform and move into it as a joint effort to be a congressional program rather than a House or a Senate program.

I thank you for your testimony.

Mr. MINISH. The year we select might supersede the age problem, but I am not aware of any opposition as you have indicated. No one has mentioned anything like that to me.

Mr. Fazio.

Mr. FAZIO. Thank you, Mr. Chairman.

Senator, I think everybody feels that standardization is really going to help us provide a more quality educational program. It seems that working at the same grade level would allow us to concentrate on those kinds of academic requirements that are pretty standard across the country and would not interrupt anybody's

progress toward higher education which is key because obviously almost all the pages anticipate going to college.

I would wonder whether or not you would agree that we ought to put that concept at the top of the priority list and reduce the decision in terms of whether it is senior, junior, one semester or two semesters to a second level.

Do you agree with that?

Senator MATHIAS. Absolutely. I think we ought to design this as an educational experience of an extraordinary kind. Something that these kids will never forget in a positive sense, never forget. And we have this wonderful National Capital that ought to be fully utilized as an experience, not just as a city but as an experience.

With foreign visitors who come here, with the museums that are available here, with the Library of Congress, all of it should be part of the experience, and it should be so designed and that ought to be the central theme, and then we work out the details around that.

Mr. FAZIO. I really appreciate that because I don't think anybody here has prejudged the direction in which we ought to go. I think there will be many divergent opinions on this matter, and some of us who have listened for the first time, particularly one like me—a member of the Board who wasn't a member of the prior Commission—may be swayed one way or the other by the information I get.

I wonder if you would also comment on when you think we should provide a standard academic curriculum as well as perhaps an emphasis on American studies. Do you think that would be useful in providing continuity with their normal high school education?

Senator MATHIAS. Well, I think you have to realize that these kids are going to have a life before and a life after this experience. You have got to provide a broad enough program that will relate to where they come from and where they go.

Mr. FAZIO. I appreciate your comments. I think we can come up with something that will be broadly acceptable, and I look forward to a joint program with the Senate and I thank you.

Mr. MINISH. Mr. Molloy.

Mr. MOLLOY. Thank you, Mr. Chairman.

Senator, as one who sat on both the Speaker's Commission and now on this Board and for the sake of the record, I know that the door was opened to the Senate. That is not a problem. I think the Board should be aware that this happened so fast, so quickly, came on us without any advance planning because of the situation Mr. Myers referred to.

The Senate had made some long-range plans and what we are attempting to do as we finish here is marry up these two programs, fully realizing that the school will have to be a unified one. There is just no way of having two programs there. It is a joint operation.

Senator, just a quick question. If you had a preference, a junior year or the senior year, would you pick one over the other? There is some reference in your testimony to both years.

Senator MATHIAS. Yes.

Mr. MOLLOY. In other words, bring someone here for just the junior year as opposed to the senior year, or vice versa?

Senator MATHIAS. Probably, and I am thinking now as a parent and looking back at my kid's experience, the junior year might be the better year to have them here because then they go back to graduate with their own senior class. It seems to me that that would work better for them, which is what criteria it seems it ought to be.

Mr. MOLLOY. What about a shorter period of time versus a longer period, one semester versus two semesters? Do you have any comment on that?

Senator MATHIAS. My guess is that to come in for one really dazzling semester might be the best thing.

Mr. MOLLOY. Would that be sufficient?

Senator MATHIAS. Yes; I think it might.

Let me ask a question. Could you do then two semesters a year, a spring, a fall, and a summer?

Mr. MOLLOY. There has been some talk of that. Just about anything could be done, but more ideally, if you did send them back after one semester, a two-semester program could be worked out. I thank you, Senator.

Senator MATHIAS. It does give more kids a chance to compete and more kids a chance to serve.

Mr. MOLLOY. That too, but more important is that you are taking them away for a short period of time, hopefully a very intense and rewarding period of time, as opposed to being here longer and getting set in their ways, hopefully all good ways.

Mr. MYERS. Send them back to rest.

Mr. MOLLOY. I thank you, Senator.

Mr. MINISH. Mr. Russ.

Mr. RUSS. No questions.

Mr. GUTHRIE. Senator, I certainly appreciate your being over, but I think everything has been covered.

Mr. MINISH. Senator, thank you very much. Your testimony is very helpful. Hopefully, we can get together——

Mr. MYERS. Mr. Chairman, could I make a recommendation?

Mr. MINISH. Certainly.

Mr. MYERS. Why doesn't the Senate, Mac, you, or whoever might be, talk to the Senate as quickly as possible. We are moving on this thing. We have got to move, and I think it would be better.

Senator MATHIAS. We will seize on that. As I say, I think maybe it is wrong, but there were some misperceptions about the thing. But before we get pushed again by events, which is what happened before, let's do it in a deliberate way. Mr. Childers and Mr. Harvey are here from the Rules Committee staff.

Mr. MYERS. You, or Howard, or somebody, I think, ought to try to get these groups joined as quickly as possible. It is an important move.

Senator MATHIAS. We will check and get back to you.

Mr. MINISH. Thank you, sir.

Senator MATHIAS. Thank you very much.

Mr. MINISH. Mr. Emerson.

Senator MATHIAS. Now you get it from the horse's mouth.

Mr. MYERS. Down there they call it a mule.

Mr. MINISH. We are pleased to have you here before the committee, Mr. Emerson.

## STATEMENT OF HON. BILL EMERSON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MISSOURI

Mr. EMERSON. Mr. Chairman, and members of the Board, first of all I want to thank you for giving me this chance to appear today and to share my thoughts regarding the educational program we provide for our pages. At the outset let me say that I am one of those who is very deeply relieved that the problem of housing has been addressed and also that I think that a commitment has been made, I don't know if it has been formal or not, but to keep this program as one for the benefit of those of high school age, about which I have always felt very strongly.

As you know, I am deeply interested in the page program, particularly in the current activities of this Board. The reason for my concern about the program goes back to the early 1950's when I, myself, was a page and graduated from the page school.

When I say that my concern stems largely from my own experience, I want to assure you that my interest is far more than sentimental, and I didn't come here today to talk about the good old days when I was a page. What I do want to impress upon the Board is the tremendous impact that serving as a page has had or should have on these young people's lives.

To this day when students from my district in Missouri, or others, ask the question: How did you get interested in government and politics, it always comes back to the fact that I was a page, and I had an interest in government and politics before I became a page.

I think that interest is one of the driving things with most pages. I think most of them started out somehow at a very early stage in life in politics and by the time they reached their teenage years, the thing they really sought, this was true in my case, was to be a page in the Congress.

As we discuss the page program and the quality of education we provide these people, I want to point out my experience as not being an exception but just one small example of what the program can mean to individuals who in the years to come will be active participants in government-at-large.

In that light, as others here have said, we have to take very seriously the quality of the program we are providing to the pages. We are talking about far more than an obligation to provide a group of high school students with an adequate academic program.

I am certain that a survey of accomplishments of former pages would show that we are talking about an important stage in the education of exceptional students who will some day become exceptional adult citizens. In short, when we consider the welfare and education of these young people, we should always be mindful of the fact that they represent an invaluable human resource.

For that reason I am deeply concerned by what appears to be a serious question about the quality of schooling that our pages are now receiving in Washington. In the past few weeks, I have had this question brought to my attention in a troubling way. Since coming here in January 1981, I had looked forward to having the opportunity to appoint a page to give a young Missourian the same rich experience that I had.

A few weeks ago, I finally had that opportunity and appointed an outstanding young lady from a very small town in southeast Missouri to become a page. She came and began serving on February 1. Two weeks ago she left, extremely disappointed and disillusioned.

I am not going to tell you that her disappointments are totally attributable to the page school program, but after talking with her, I can tell you that one of her greatest concerns was the fear that the page school was not providing her with adequate instruction. She didn't feel she was getting as good an education here as she was at home in Missouri.

To me, when I hear from a product of the rural public school system and find that the page school isn't challenging enough—and apparently this was not an isolated instance, because I have since talked to a number of pages of my acquaintance, and they confirm the problem—when we are offering an extraordinary opportunity to a select group of exceptional students, we should likewise provide them with classroom instruction that is not only adequate, but equal to the challenge that these talented young people deserve. In that regard I want to endorse Mr. Whitehurst's ideas of an American studies program.

I think it fits in quite well with being a page and being in Washington, and I think he is right about there being some exceptional teachers who can come here and everyone could benefit greatly from their experiences.

On the question of age, or more accurately perhaps what grade level should be included in the page program, I tend to agree with the sentiment that the junior year is perhaps the best, although I wouldn't oppose it being a junior and senior program, but I do agree with the thrust of concentrating resources on 1 or 2 years, and I think we can get more for the dollar, and probably have a better organized program in the process.

I have spoken to the question of American studies curriculum. I endorse that. Finally, about the length of service for pages, I want to share an observation based on my own experience years ago. Since coming to Congress it has occurred to me that one of the major weaknesses of the present system is the erratic and often short length of time that the pages serve here.

Personally, I don't see how one can expect the academic program or the quality of service to be provided by these young people to be maintained if we allow them to serve less than a semester, and I would think that a year would be better.

I am afraid that allowing shorter terms puts us in a position of trying to include too many students and, in doing so, diminishes the value of the experience.

In summary, I want to again state what has already been stated here—the grave importance of this effort. We are talking about the lives of young people and how they are molded and influenced, and I feel very strongly that the resources and attention that we devote to maintaining this program is nothing less than an investment in our future.

I was interested in what Senator Mathias had to say about concern for how the pages spend their spare time. I think we learned, as a result of the Speaker's Commission, that the problems among

the pages are not as great in their personal behavior as might have been feared. In one reference to my good old days here, I want to tell you that with a town like Washington there is so much to do. Jim Abdnor said he came from the smallest of towns—I came from one much smaller than his. My town only had 240 people when I was growing up there, and the opportunity to be here was just a magnificent thing and a wonderful learning experience. Most of my colleagues of that day were inclined to spend their weekends at the Smithsonian or some of the other museums, the Library of Congress, and so forth.

It also relates to our interest, the pages' interest in government, in history, in politics. In Washington there is no end to the resources that we have to draw on, so I wouldn't worry too much about how the pages spend their spare time, such of it as there is. There isn't all that much.

You know, having first gone to the Smithsonian as a boy of 15, I can tell you that I still go there with some regularity, and still haven't seen it all, and doubt that I ever will. So, there are plenty of good things for students to do, and I think these pages are inclined to do the good things, particularly now that there is the supervision in the dormitory and what not, and some monitoring of any outside activities that they may have. With that I conclude.

Mr. MINISH. Mr. Emerson, thank you very much. Your testimony will be very helpful, as one who went through the page school and is now a Member of Congress. Let me assure you that the Chair of the committee will look into your testimony and it will be very helpful.

Mr. EMERSON. Thank you.

Mr. MINISH. Mr. Myers.

Mr. MYERS. Thank you, Mr. Chairman.

Bill, as I remember, you spent more than 1 year here, didn't you?

Mr. EMERSON. I was here for 2½ years, the entire 83d and the first session of the 84th Congress. Back then, most pages were appointed for a full Congress. At least if it wasn't the rule, it was the practice. There was also a rule that if you were a second semester senior, when the parties changed power, and then all pages switched parties except for second semester seniors, you got to stay on until you graduated, so I was here in the 83d Congress and the first session of the 84th, until that dark day in June when Fishbait Miller handed me a pink slip as I was walking out from my graduation.

Mr. MYERS. You got more than your diploma, there was something extra in your envelope that night. When you went on to college, did you feel any handicap due to the fact that you hadn't had the same curriculum or the same education that some of your classmates in college had had?

Mr. EMERSON. No; I felt we had an excellent high school education here. We really did, dedicated teachers. It was tough getting up as early as we had to get up in the morning, and the routine is a little difficult, but it is a small sacrifice for the opportunity.

No; I felt that it provided me with one of the finest opportunities anyone could ever have, and the fact that I was a page never hurt me in any way. It helped me a lot in so many respects. It was of no prejudice at all that I had not graduated in a normal situation.

Mr. MYERS. Notwithstanding all you knew about the Congress, you still ran for office, didn't you?

Mr. EMERSON. Yes; there was a considerable hiatus between my having been a page and being a Congressman, though.

Mr. MYERS. Thank you, Bill.

Mr. EMERSON. Thank you.

Mr. MINISH. Mr. Molloy.

Mr. MOLLOY. Thank you, Mr. Chairman.

Mr. Emerson, which was more rewarding, being a Congressman or being a page?

Mr. EMERSON. Well, it is a different perspective now, to be sure, and I will tell you, I guess the older you get——

Mr. MYERS. Financially.

Mr. EMERSON [continuing]. You get a little more jaded. I came here pretty bright-eyed and bushy-tailed.

Mr. MOLLOY. You are not that way now?

Mr. EMERSON. Eager to find out about it all, and I find you run down a little quicker.

Mr. MOLLOY. Regarding bringing in teachers, I, who work with the program, am aware that we impose great problems on the school itself over there. Would you say there is more activity in the Congress now than there was in the period of time you were here?

Mr. EMERSON. Oh, my goodness! More activity? The first session of the 83d Congress I think adjourned about August 2 or 3, and it was a half year. Of course, I am one of those who thinks that Congress—I am interested in the institutional reform of Congress as well as the page school.

Mr. MOLLOY. I understand.

Mr. EMERSON. And I think Congress meets far too much now. I am one of those who thinks that we ought to spend less time in Washington and more time at home.

Mr. MOLLOY. The point I am reaching for is that you have had a page under your sponsorship or recommmendation.

Mr. EMERSON. Yes.

Mr. MOLLOY. Did you have more time to spend in the school then as a page than obviously a page now would have?

Mr. EMERSON. To spend in school?

Mr. MOLLOY. In school or related school activities.

Mr. EMERSON. More time? Yes; I think we probably did. The activities—of course, homework, we were pretty religious about it. We studied in the evenings. Of course, I suppose we had the same rules then that apply now. How late the House is in determines what time you go to school the next morning, but the outside activities were the yearbook; and we had—the only organized athletics was a basketball team. To participate in that, you rode a streetcar way over to McKinley High School up in Northwest, I believe, if my memory serves me correctly. No; it was Theodore Roosevelt.

But, once again, the extracurricular activities of pages are politics, and there were not a lot of organized school activities. We had an annual dinner dance, good friendships, team up on weekends to go do things. We used to take weekend trips to Gettysburg or go out to Mount Vernon or down to Williamsburg, things like that. We did that, organized on our own. The school didn't have any-

thing to do with that, but there were not a lot of organized activities then, and there probably are not a lot now.

Mr. MOLLOY. In relation to this about the possibility of bringing teachers in and out of here, with obviously good academic credentials from back home or wherever they come from, could you see a possibility that because of the structure existing here with these pages, there is the possibility we wouldn't have continuity? I feel it important that we have a structured continuity with our teachers.

Mr. EMERSON. That is a very good point. You may get around it having half and half. Have half permanent but then have various scholars and other types come on a rotating basis. I think you do need a permanent structure.

But then, once again, perhaps, now that we have the housing problem solved and there are going to be proctors in the dormitory and what have you, that may provide the opportunity for continuity that previously did not exist other than for school. That is just a thought, just a consideration. The dormitory may now provide the continuity that the school did.

Mr. MOLLOY. What I am talking about is a structured education program now. I think it would suffer somewhat. Let's just assume that you had a scholar come in, or whatever title you want to give him, an invited professor or something.

He is here for one semester. The page would receive so much from him, and obviously he might not be here the next semester. You would lose this continuity that is so important. In a short structured framework, do you feel that that would suffer?

Mr. EMERSON. Well, as I say, I am willing to admit that it is a point that you all are going to have to consider. I haven't really thought it through far enough to think that it would. I suppose I independently arrive at the thought that an American studies program bringing in some exciting teachers from the outside would be a useful thing. But the point that you raise is a valid consideration.

Mr. MOLLOY. One last point. No decision has been made, but if you had a preference, a junior year over senior year, or senior year over junior, what would you pick?

Mr. EMERSON. Junior.

Mr. MOLLOY. Thank you. Thank you, Mr. Chairman.

Mr. MINISH. Mr. Russ.

Mr. RUSS. Mr. Emerson answered my one question.

Mr. MINISH. You don't have to ask any then.

Mr. RUSS. Just one other question. You said you had not been hurt at all by your experiences here in Washington.

Mr. EMERSON. Absolutely not.

Mr. MYERS. Before or after?

Mr. EMERSON. I really view my having had the opportunity to be a page as having been, probably, the single best educational experience of my life. Very adequate—good—schooling in my day. But, being a page, it was an absorptive thing. You learn, you can't get out of textbooks what pages learn by just being there.

I mean, just having that opportunity to be on the floor of the House and, in a sense, participate in what is going on, and to observe it and to absorb it, for these young minds that have such an avid interest, that come here because they have such an avid inter-

est in government and politics, the experience just couldn't be provided by other means.

It is a remarkable thing. I wish in many respects that everyone who has an interest in government and politics, when they are in that formative stage, could have this experience.

Mr. RUSS. Do you feel that if we were to change the conditions in the school, where the teachers could concentrate on junior year or senior year, and just concentrate on that particular study, rather than the freshman, sophomore, junior, and senior, which they are currently operating under, don't you feel that that would enhance?

Mr. EMERSON. Yes.

Mr. RUSS. No matter what year you picked?

Mr. EMERSON. I think I would probably prefer the junior-senior mix, but if there is only a choice between junior and senior, I would go with junior. But, yes, I certainly think 2 years is better than 4 years, so you can concentrate resources, and I spoke to that in my testimony.

Mr. RUSS. The only problem I see with the junior year is that it seems to me that we are moving into a high tech society, and under our current system, you can't teach chemistry in the Library of Congress. That is your junior year. That is when you have chemistry, and that is the only drawback that I see.

Mr. EMERSON. We had that problem back then. As a matter of fact, we didn't have chemistry because they were afraid we'd blow up the Library of Congress. We had general science, biology, and a variety of other science courses. But then, if you are concentrating on an American studies program, whether you bring in the outside scholars or not, I don't think I have ever known a page that went to engineering school, except I have known some who have gone on to the service academies.

Mr. MINISH. Politicians?

Mr. EMERSON. Politics, law, that is where pages tend to go. That is not to say they shouldn't learn chemistry, but I don't think pages, by and large, are going into the high-tech arena. They may be going into high gear in politics or something, but I don't think they aspire to engineering by and large.

Mr. RUSS. I have no further questions.

Mr. MINISH. Mr. Guthrie.

Mr. GUTHRIE. Thank you, Mr. Chairman. I have no further questions.

Mr. EMERSON. Thank you very much. I appreciate the opportunity. If I can be of any assistance, don't hesitate to call on me.

Mr. MINISH. Fine.

Mr. EMERSON. Thank you.

Our last witness is Mr. John C. Hoffman, principal, Capitol Page School.

## STATEMENT OF JOHN C. HOFFMAN, PRINCIPAL, CAPITOL PAGE SCHOOL

Mr. HOFFMAN. Gentlemen, if I seem to appear a bit nervous, it is just that I kind of feel as though I am Coach Landry walking into the bar and being confronted by the Indians.

Mr. Chairman, gentlemen, in response to your invitation to attend the U.S. House of Representatives Page Board hearings on education for congressional pages, I hereby briefly address the issues on the agenda.

No preference as a program for either level can be implemented as could a program to include both grade levels. More subjects could be offered if one grade level only was to be served, but both age groups are exciting and a challenge to teach. Graduation and being invited to the White House has been a real honor and a cherished memory for hundreds of Capitol Page School graduates.

Preference would be college preparatory curriculum because the courses offered would be more inclusive than an American Studies program and would provide the opportunity for less interruption in the continuation of students' educational pursuits as nearly commensurate as possible with their home school program. But we are not averse to offering a new program, and faculty will dedicate their time and professional expertise to provide such a program if instructed to do so.

As a result of consulting with professional educators versed in the field of American Studies, examining literature and reviewing correspondence from schools and States that are involved in American studies programs, and after a series of faculty meetings and individual teacher conferences, the Capitol Page School presents its initial draft of an adaptive unique venture in education whose aims are to focus the educational lens on the Federal Government and our country's history as reflected in other school disciplines, retain standards of vital learning, in addition to an interdisciplinary approach, and to augment classroom instruction with purposeful field trips, special resource speakers, and related audiovisual aids.

In reference to resource speakers, just yesterday I had a very interesting conversation with an American University representative, a Miss Anita Gottlieb, and hopefully we will have followup conferences with our Superintendent McKenzie in reference to maybe working out something to be able to bring in some of these outstanding speakers in the area.

In pursuing knowledge relative to American Studies programs as implemented in various school systems, an interesting fact evolved, in that the outstanding characteristic was that all were different.

One plan offered American Studies which interrelates English and social studies in a year, a three-credit course. Another program offered the regular program of vital disciplines, with an interdisciplinary offering of history, art, music, and science, and still yet another offered an elective program for advance placement studies who qualified for a special program involving English and the humanities.

We are not aware of any American Studies program in America that is specifically intended as an adjunct to work experience, albeit our proposed program addresses the total page experience.

The members of the faculty have presented a rough draft of subjects that they believe are adaptable to change. We welcome response from you before a final refinement.

Vital information relative to possible page program changes to be addressed include length of page appointments, grade level, credit, or noncredit courses, accreditation, and graduation.

After such determinations, it will take time to finalize the program, and in addition to revised lesson plans, it will then, of course, take time to procure new textbooks, supplies, materials, equipments, and courses of study pertinent to the new program. My associate, Mrs. Williams, will leave with you copies of our proposed program, if you would so deign to receive.

Mr. MINISH. Thank you.

Mr. HOFFMAN. In addressing the third and the final area, D.C. Public School System or other. Possessing a vested interest, that of sincerely enjoying every minute of being involved in the guidance and education of pages, I must preface my response in this area not as being totally devoid of subjectivity.

Since 1947 the Capitol Page School has been accredited by Middle States Association of Colleges and Secondary Schools. Within the constraints imposed by page work hours, the Capitol Page School has assisted hundreds of students in their pursuit of high school diplomas. Former students have proudly returned as doctors, lawyers, teachers, Members of Congress, congressional employees, et cetera.

In spite of some criticism along the way, the Capitol Page School has prepared students for admission to outstanding colleges and universities. The school has always had an excellent yearbook, national honor society, student government, varsity basketball team, field trip, and congressional seminar programs.

The Capitol Page School faculty is qualified educationwise and in experience. In retaining a somewhat autonomous posture, it tends to promulgate a healthy dichotomy between work and school control. It precludes the possibility of political pressure as to grade adjusting, curriculum control, et cetera, which could possibly evolve from total congressional control of the school. Students, teachers, and administrators have recourse to due process as employees of a school system.

This is healthy in a democratic society such as ours. For youngsters who have to be at school by 6:10 a.m., then report to the floor of Congress for an 8-hour-plus workday hardly engenders glowing enthusiasm for school, albeit, they mature and in later years look back with affectionate nostalgia.

Finally, in determining whether to retain the D.C. Public School System or to seek elsewhere should depend on the expectances of the committee and their clearly communicating such goals to whomever they authorized the mission.

Respectfully, thank you.

Mr. MINISH. Thank you, Mr. Hoffman. We will make your proposal part of the record.

Mr. Myers, do you have any questions?

Mr. MYERS. I wondered how big that proposal is, for the record.

Mr. EMERSON. Miss Williams.

Miss WILLIAMS. Twenty-four pages.

Mr. MYERS. I thought maybe it was 300 pages.

[The information follows:]

U. S. CAPITOL PAGE SCHOOL'S

PROPOSED CHANGE IN EDUCATIONAL PROGRAM

Since 1947 the mission of the Capitol Page School has been to educate Pages in a college preparatory curriculum. Over 3,000 students have earned credit toward a high school diploma and 98% of Capitol Page School graduates have matriculated at prestigious colleges and universities. Fortunately, among the sordid allegations made public by the media last summer, the Page School was never accused of any impropriety or wrong doing. Nevertheless, among changes in the total Page Program was a recommendation that we, the educators, should present for consideration an innovative, alternative program in American Studies congruent with the Page experience. As the result of consulting with professional educators versed in the field of American studies, examining literature and reviewing correspondence of schools from states that are involved in American Studies Programs and, after a series of faculty meetings and individual teacher conferences, the Capitol Page School presents its initial draft of an adaptive, unique venture in education which aims are to:

1. focus the educational lens on the Federal Government and our country's history as reflected in other school disciplines
2. retain standards of "vital" learning in addition to an interdisciplinary approach
3. augment classroom instruction with purposeful field trips, special resource speakers, and related audio-visual aids

In pursuing knowledge relative to American Studies Programs as implemented in various school systems an interesting fact evolved in that the outstanding characteristic was that all were different. One plan offered American Studies which interrelates English and Social Studies in a year three (3) credit course. Another program offered the regular program

(vital disciplines) with an interdisciplinary offering of history, art, music and science. Still another offered an elective program for Advance Placement Students who qualified for a special program involving English and the Humanities. We are not aware of any American Studies Program in America that is specifically intended as an adjunct to work experience, albeit, our proposed program addresses the total Page experience.

The members of the faculty have presented a rough draft of subjects that they believe are adaptable to change. We welcome response from you before final refinement. Vital information relative to possible Page program changes to be addressed include:

1. length of Page appointments
2. grade level
3. credit or non-credit courses
4. accreditation
5. graduation

After such determinations it will take time to finalize the program. In addition to revised lesson plans it will take time to procure new textbooks, supplies, materials, equipment, and courses of study pertinent to the new program.

We have always implemented what we believe to have been a strong field trip and guest lecture program within time constraints imposed by work schedules. However, in addition, we would propose that field trips to Williamsburg, Gettysburg, Mt. Vernon, etc., be approved. In order to implement such distance trips the "Hill" would provide transportation. These trips would be planned, at least monthly, to be taken on Saturdays or Sundays. During the week that such a trip is planned students would not attend school one day that week which would make the trip a legitimate requirement.

In addition, in an effort to best serve students and accommodate Congress, the Page School faculty offers to hold school on Saturdays when Congress' work schedule sustains a lengthy period of early sessions precluding regular forty-five (45) minute periods. Students would be free one morning during that week. When Congress adjourned October to December 1982, the school volunteered to extend class periods from 45 to 55 minutes and the "Hill" bosses accommodated. If similar situations arise in the future we will again be happy to assist Congress in providing as much school time for our children as possible.

Finally, in preface to the initial drafts, the Capitol Page School respectfully requests that the traditional college preparatory curriculum be continued so as not to preclude a semester's interruption of scholastic pursuit. However, if not, that the proposed innovative program be considered or the opportunity to propose further alternatives, if desired.

Department: Business Education

PROPOSAL

American Studies in the Economics Course

The Economics Course will cover the meaning and importance of economics in today's world, our economic system and its evolution, freedom and specialization in our economy, organizing and managing businesses (sole proprietorships and partnerships), corporations and cooperatives, monopoly and prices, government control of prices through regulation, sharing the national income, wages for labor, money and its use, banking, nations with other economic systems, consumer planning and spending, private insurance and social security, and saving and investing.

Some of the activities used will include questioning techniques that foster critical analysis by the students, improving ability to write essays on tests and taking objective tests that include vocabulary, using acronyms, and having guest speakers such as Alice Rivlin from the Congressional Budget Office. The students will be encouraged to read daily newspapers for current events relating to economics, especially the financial pages. All class discussions will relate to any pertinent bills before Congress. The students will be encouraged to read daily newspapers for current events relating to economics, especially the financial pages. All class discussions will relate to any pertinent bills before Congress. The students will bring in the Congressional Record when items pertain to the class work. The class will have a debate on a major topic in economics.

In addition, the students will make balance sheets, make graphs of

stock quotations on the New York Stock Exchange, write a periodical critique of an article from the magazine Business Week, and demonstrate the ability to write an analytical research paper of moderate length which requires the formulation of a thesis or problem dealing with an aspect of the American economy and using secondary sources to develop that thesis or problem solution.

American Studies in the Accounting Course

There is part of the Accounting Course that relates to American Studies. The unit of work on data processing and computers is applicable. After studying about data processing the class will have a field trip to the computer center of the Library of Congress. The students will learn that the Congressional Record and other work for Congress is done in that computer center. Other field trips could be to the computer centers of the House and the Senate.

When the class studies balance sheets for corporations, samples of yearly reports of many corporations will be utilized. When the class does a unit of work on fixed assets and depreciation, the accelerated cost recovery system of the new depreciation law will be explained. The three and five-year depreciation rates will be discussed. The federal income tax return will be one unit of the course. The workbook Understanding Taxes distributed by the Internal Revenue Service will be used.

American Studies in the Typing Course

There is very little of the Typing Course that relates to American Studies. However, when the class is doing a unit of work on tabulation, the tables used could be statistics on "Portraits on U. S. Currency," "Average Annual Living Cost in Urban United States," "Education and Lifetime Earnings," etc.

When business letters are studied, the students could write letters to their Congressmen, Senators, or sponsors. A possible project could be to do the typing for the Model Congress that students hold each year.

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Department: English

PROPOSAL

Political Literature (English/Social Studies Course)

The course will encompass literature of politics from various time periods and countries with such literature relating to both American and foreign political theories and views. The class would study a diversity of works of literature and politics, ranging from those of Machiavelli, Aristotle, and Shakespeare to those of American Presidents and current/past members of Congress. Students would approach those works from both a theoretical and a pragmatic point of view. Too, they would see them from both historical and literary points of view. The course, as conceived, would have to operate as a co-operative venture between the social studies and the English teacher in order to present both aforementioned points of view. A class period of ninety minutes held three times per week seems like a good possibility for what is intended for the class.

Lectures would play a minor part in the course. Occasional lectures by the social studies teacher and the English teacher would tie together threads of thought presented by students in seminars, simulations, group presentations, mock trials, and other methods of operation. One major method of presentation would be through the use of guest speakers, who present material to the students and who allow for discussion of that material. Another important method of operation would be the seminar. Students are grouped according to ability and interests (where possible) and discuss papers presented by students with such papers relating to

works on the class reading list. The group discussions could lead to presentations by the group to the whole class. The presentations could easily illustrate the political/literary views expressed by the writings studied and could lead to whole-class discussions. Since both political and literary values would be discussed, teacher in both areas would be involved to a considerable degree.

Other techniques to be employed might be the acting out of historical roles, the holding of mock debates (such as Lincoln-Douglass), and even a mock Congressional session. With the mock Congressional session, the English and the Social Studies teachers could both offer their expertise in appropriate areas and bring in leaders of Congress to assist the students in preparing for the session. Simulation games could make up part of the course. Such games are available commercially, with currently available games being available on a variety of appropriate topics from current government to Utopian societies. Naturally, students would write occasional compositions (evaluated by both teachers) on topics discussed.

SUMMARY. Political Literature is a course which studies the literature of politics from both the social studies and literature points of view through a basically non-lecture approach with concentration on guest speakers, seminars, simulations, writing, mock trials, discussions, and debates.

Expository Composition

Strictly a writing course, this class will focus on writing techniques as applied to governmental legislative operations. The course will be basically similar to the previously offered course but will extend its focus so that all compositions are government-oriented. Specific compositions are as follows:

The Process Paper - The student will explain in detail the methodology of a procedure used in Congress either by pages or by members of Congress (approximately 250-300 words).

Character Analysis - The student will describe the character traits of his/her sponsor. Included will be a discussion of personal traits (gathered from interviews with staff members, if needed) and of political orientation. The student will be required to interview the sponsor (approximately 300-400 words).

Analysis of a Community - The student will analyze the uniqueness of the Capitol Hill community, contrasting it with the community from which he/she comes (approximately 350-450 words).

Critical Review - The student will analyze critically a book written by a member of Congress or a book written about a member of Congress, examining the book for both writing style and content (approximately 400-500 words).

At this point of the course the student will explore the workings of both deductive and inductive logic, including fallacies of each type. He/she will also explore polling, prediction of results, chain reasoning, multiple reasoning, and other aspects of logic needed for the remainder of the course. A test will conclude this section of the course. Where possible, guest speakers in the area of polling techniques will be used.

Logic Evaluation - Students will research and evaluate the logic on both sides of a controversial issue being debated in Congress. Students must interview two members of Congress--one on each side of the issue--and evaluate the logic of each argument presented by each person. The evaluation is based on the areas of logic previously discussed.

Research Paper - After receiving formal training in writing a formal research paper and after taking a test on such format, the student will put together an 8-12 page research paper exploring a controversial issue debated in recent years by the legislature. The topic/controversy must still be unresolved. Students must construct a thesis statement and a formal topic outline, do the research (which must include a minimum of four personal interviews--two on each side of the question), and reach logical conclusions.

Editorial on a National Issue - Students must follow a prescribed formula for constructing an editorial which presents a problem, a solution to the problem, objections to the solution, and answers to the objectives. The problem must be one involving current legislation in Congress.

During the course (at any time the student wishes) the student must write and send a letter to the editor of any local or national publication, discussing constructively a national issue or some issue relating to the workings of Congress. No critical letters can be sent, and all letters must be approved in advance by the instructor. Credit will be given when the letter is sent. The grade of "A" will be assigned if the letter is published.

Note: The class does not need to meet daily except when formal instruction is given. The course could be placed as the last class of the day to facilitate this arrangement. On days when there is no formal instruction students could meet with the instructor for assistance and project reports, work on their papers, or do research. Instruction in the use of SCORPIO will be given to all students.

College Prep Vocabulary

Overview of Course: The student will increase his vocabulary through a semi-independent, self-paced program in an attempt to prepare for college-entrance tests and for college-level reading and writing.

Justification for Continuation of Course:

The course, primarily as proposed here, has been offered at Capitol Page School for two years (1980-1981 and 1981-1982) and is currently being offered during the 1982-1983 spring semester. Past students have indicated they believe it is a worthwhile course--partially because of the procedures used and partially because of the results produced.

Data have been collected for the 1980-1981 and 1981-1982 school years to determine whether or not the course has improved students' scores on college-entrance tests. The October PSAT Verbal score and the SAT (June) Verbal and Vocabulary scores were compared for all full-year CPS juniors who took both tests and the College Prep Vocabulary class. There were twenty-two (22) such students. The chart that follows shows the PSAT verbal score, the SAT verbal score, the SAT vocabulary score, and any change between PSAT and SAT. PSAT scores have been multiplied by ten (10) to match SAT figures. Student names are available on request.

| STUDENT | PSAT VERBAL SCORE | SAT VERBAL SCORE | CHANGE | SAT VOCAB SCORE | CHANGE |
|---|---|---|---|---|---|
| 1 | 440 | 460 | +20 | 520 | +80 |
| 2 | 410 | 550 | +140 | 510 | +100 |
| 3 | 660 | 730 | +70 | 740 | +80 |
| 4 | 420 | 440 | +20 | 380 | -40 |
| 5 | 560 | 520 | -40 | 510 | -50 |
| 6 | 440 | 540 | +100 | 510 | +70 |
| 7 | 540 | 570 | +30 | 570 | +30 |
| 8 | 560 | 600 | +40 | 640 | +80 |
| 9 | 450 | 530 | +80 | 610 | +160 |
| 10 | 610 | 700 | +90 | 700 | +90 |
| 11 | 430 | 460 | +30 | 460 | +30 |
| 12 | 540 | 600 | +60 | 650 | +110 |
| 13 | 420 | 460 | +40 | 440 | +20 |
| 14 | 380 | 340 | -40 | 380 | — |
| 15 | 440 | 520 | +80 | 500 | +60 |
| 16 | 580 | 660 | +80 | 690 | +110 |
| 17 | 320 | 440 | +120 | 430 | +110 |
| 18 | 600 | 650 | +50 | 690 | +90 |
| 19 | 270 | 360 | +90 | 400 | +130 |
| 20 | 510 | 670 | +160 | 660 | +150 |
| 21 | 580 | 600 | +20 | 610 | +30 |
| 22 | 390 | 400 | +10 | 420 | +30 |
| | 479 average | 536 average | +57 average | 546 average | +67 average |

As can be seen from the figures on the chart, the students averaged an increase of 57 points on the SAT Verbal score with nine students averaging an increase of 80 or more points. Three students increased their scores by 100 or more points, with the highest increase being 160 points. The average increase from PSAT Verbal to SAT Vocabulary was 67 points, with 12 of the 22 students increasing by 80 or more points. Seven students increased by 100 or more points, with the highest increase being 160 points.

It seems reasonable to assume that the course has been directly beneficial to these students--or to almost all of the students. Also important as justification for retaining this course is the fact that students have indicated their belief that the course is of worth and that it should be continued. If 11th grade students are used as pages during the 1983-1984 school year and if the term of each is one semester, this course can be offered each semester to the students most in need of such a course.

Course Content and Procedure:

- At the beginning of the course students sign a contract to indicate the grade they wish to attempt to earn. All requirements necessary to receive that grade are spelled out in the contract. The center of the course is a book, New Building Word Power. To earn an "A," the grade most--but not all--students select, the student must complete required work in the entire book and earn a specified grade point average on all quizzes and tests given.

**Course Content and Procedure continued:**

Students work on their own (with any desired assistance from the instructor). Answers to all exercises are readily available for student checking. Students take teacher-prepared quizzes when they feel they are ready to take them rather than waiting for other students to reach the same point. A pretest is given at the beginning of course to determine initial vocabulary level, and a post test is given as part of the final examination to measure vocabulary growth during the course. On class days not devoted to the independent vocabulary work students explore words which are presented by the teacher and which relate to various aspects of the human personality. Tests on these words are given at regular intervals.

POSSIBLE CHANGES TO IMPROVE COURSE

1. The student could write occasional compositions requiring the use of the words studies to retard some of the rote learning inevitable with vocabulary study.

2. A student who fails a quiz for a particular set of words would not be able to advance to following lessons until he/she passes an alternate quiz.

3. More of the supplemental vocabulary words mentioned above could relate to aspects of government. Only a few of the current words are in that area.

4. Since the course does operate in a semi-independent fashion, it would not be absolutely necessary for students to attend the class every day. Students could take quizzes and/or seek individual assistance from the instructor at any time during the school day that both student and instructor are free.

Department: Foreign Lauguage

PROPOSAL

America Interpreted by Latin America 1823-1982

This course begins with the Monroe Doctrine and ends with the general unrest in Central America. Through seminars, lectures, conferences, and practical use of English and Spanish, the student will compare values, attitudes, expectations, life-styles, role models, and beliefs of North and Latin Americans through the evaluation of the languages. All the major programs that America has sponsored in Latin America will be reviewed so that the student will understand the negative or positive attitude that exists in Latin America.

Each topic will last at least a week with English and Spanish interspersed.

Evaluation: Debates, compositions, making of new laws acceptable to Latin America, and student lectures.

Department: Mathematics/Science

PROPOSAL

Calculus As It Applies to Business and Science

The course will include differential as well as integral calculus and how it applies in the science and business world. Each student will be required to complete an assignment involving the application of the techniques learned in the course. The project will be in the form of a written report which involved research and field experience in area accounting offices, banks, research laboratories, etc.

Students will be evaluated by tests, quizzes, project, and problem sets.

Chemistry in Everyday Life

The course will integrate the fundalmentals of general chemistry with everyday life products and their influence on our metabolism. Each student will be responsible for a project which would involve visiting and obtaining information from the U. S. Patent Office, the Environmental Protection Agency, the Food and Drug Administration, etc.

Students will be evaluated by tests, quizzes, project(s).

Applied Math in Engineering and Science (Pre-Calculus)

The course will consist of the fundamentals of pre-calculus with

involvement in their applications in the areas of science and engineering. Students will be involved in the use of a mini-computer and the writing of programs in BASIC (language of computers). Students will be going on field trips to various museums and government and city agencies.

Students will be evaluated by tests, quizzes, programs, written reports.

Computer Science in Business and Science Today

The course will consist of the writing of programs for students who have had little or no experience in computer literacy and computer programming. They will be able to write problems involving business and science applications.

Students will be evaluated by tests, programs, quizzes.

Physics in Today's Space Age

The course will tie the relationship between a lot of the new technology to the basic principles of physics. The course will focus in on the areas of energy, communication, and computers. Various field trips to museums and agencies will be mandatory for the students as well as a project involved in one of the areas.

Students will be evaluated according to tests, quizzes, projects, and written reports stemming from their field trips.

Geometry in the Arts and Architecture

The course will relate geometry (Euclien) to the Arts and architectural designs of today and yesterday as well as teach fundamental principles involved in Plane and Solid Geometry. Students will be required to go on various field trips to museums and architectural firms. Students will be required to do a report on an application of geometry in the Arts or Architecture.

Students will be evaluated by tests, quizzes, written and oral reports, and outside reading.

Department: Science/Mathematics

PROPOSAL

Science and Social Issues in American Life

This course would cover pollutions of air, water, and land; noise control; toxic waste disposal; land usage; endangered species and urban redevelopment. It would also include energy concerns; living with the energy problem; fossil fuels; nuclear, solar and other alternative forms of energy as resources for the future.

Resources for the above other than selected readings:

1. The various Committees of the Congress concerned with each area
2. The Science and Technology Reading Room of the Library of Congress
3. Museums of Natural History, American History, Arts and Industries (on the Mall)
4. District of Columbia Energy Office
5. Environmental Protection Agency

There are many private offices that also have materials and audio-visual aids, e.g.: National Geographic, National Wildlife Federation, American Petroleum Institute, etc. All are located in the District of Columbia.

Physical and Cultural Anthropology in America

This course would cover defining culture and ethnic groups in the United States of America, their background history, their roles in the

economy and culture of the nation, and their problems as minority groups.

In addition to the resources listed under Science and Social Issues in American Life, the following would be utilized:

1. Committees of Congress and individual Congressional persons who represent especially ethnic populations of the nation
2. Folk Life Division of the Library of Congress
3. D. C. Folk Life Society
4. B'nai B'rith
5. National Association for the Advancement of Colored People
6. The Smithsonian
7. Renwick Gallery
8. Embassy of Ireland, etc.

The Development of Architecture and Engineering in America

This course would cover colonial architecture, the Victorian Period, American Gothic, Frank Lloyd Wright's influence, the Canal Building Era (with a focus on the history of the C & O Canal), the Railroad Building Era (B & O Railroad), development of mass production (assembly line technique, Eli Whitney, Henry Ford), growth of the automobile industry, the aviation industry, the communications industry, and the development of rocketry (Robert Goddard).

Resources would include the textbook, The Man Made World by the Engineering Concepts Curriculum Project, Prentice Hall; the American Institute of Architects, Architect of the Capitol's Office, National Trust for Historic Preservation, the United States Department of the Interior's C & O Canal Project, the National Trolley Museum, the B & O Train Museum (Ellicott City, Maryland), National Air and Space Administration, and the National Archives.

In addition, individual tutoring on a need-basis would be offered in Algebra and Biology.

Department: Social Studies

PROPOSAL

I. School day broken into four (4) periods of equal length.

A. Social Studies teacher teaches same lesson to each of four sections handled separately (other teachers likewise).

1. Concentration on U. S. History with emphasis on operations of national government where appropriate.

B. An English teacher has parallel class.

1. Literature and/or poetry appropriate to period.

C. A science teacher deals with the ecology, environment, geography, appropriate to the period.

D. Teachers of other subjects which would reflect the thinking and achievements of the American scene, past and present.

II. Field trips to places of historical contemporary interest encouraged.

III. Guest speakers are often invited to address entire student body.

Mr. MYERS. Mr. Hoffman, I realize you have been principal for, what, 14 years?

Mr. HOFFMAN. Yes, sir, 14 years.

Mr. MYERS. It has been a while since you have taught in other systems. Do you have access today being supervised somewhat by the D.C. system, to implement needed changes in your curriculum or any other way of making your quality of education better for the pages? How much freedom do you have now with the D.C. system?

Mr. HOFFMAN. It is very flexible, Mr. Congressman. I think we could move in any direction that would seem to be in the best interests of the students. Along with that, if I may, about 14 years in this particular assignment, I have been on three in the interim assignments with the middle States school teams to Philadelphia and to two local schools, St. Anselm's and Maret, so I have had the opportunity to continue seeing and observing what is going on in the schools.

Mr. MYERS. I certainly am not an authority on education. My wife was a teacher, and when we first came to Washington several years ago she volunteered 1 day a week to help handicapped children in the District system, and, having read about the criticisms of the D.C. School System, it leaves a lot to be hoped, really, and I wondered if the District association might not be a handicap other than a point of being easier accredited because you are a part of the District school system. Other than that, what does the District provide you?

Mr. HOFFMAN. I think you have certainly hit a vital point there. We have always felt that just by association as we are part of the D.C. School System in a sense that we all emanate from the school system. We are on special detached service. We hope that we are serving very fine young people.

I don't like to allude to them as special, but sometimes you tell them that, and then when you sock it to them, they say, "Well, you said we're special." They are special in the sense that they are fine people, but there are just as fine people in the D.C. public schools. Our curriculum is college preparatory, because it is an inherited thing, as a result of the Legislative Reorganization Act of 1946. This was the mission, or the goal, to educate pages of high school ages and college preparatory curriculum.

The old adage, situation and terrain determines action. Here we are amidst many constraints without fear of being accused of the gentleman protesting too much. But in listening to some of the proposals, we would like to have the opportunity to be involved in some of that, at least, because these field trips and so forth, Mr. Molloy, Mr. Russ, and these gentlemen, they have been more than generous in accommodating us.

But they have obligations because a congressional page comes to school primarily to serve Congress, and we realize our position, that we are second string, and rightfully so. So we always hang in there with them, and we have to beg, borrow, and steal at times to get some of these youngsters away, to get them on field trips of any distance, because of the work constraint. Hopefully, maybe that could be alleviated somewhat in the future, where some pages could be allowed at a certain time to take such trips.

We have proposed in this new proposal that as Mr. Molloy had suggested we assist him in coming up with trips to Gettysburg, to Williamsburg, and Mount Vernon, et cetera. Our suggestion would be that 1 day we go on a Saturday, and that youngster not come to school 1 day during the week, and that we serve a dual purpose. Why should they go to school 6 days a week? They are just human, and they are not going to be gung ho.

Then the other, not having to go to school, and getting the day to go, would make it an obligatory mission that they have to go on a field trip. These are some of the areas that we would like to have the opportunity to improve.

Mr. MYERS. Of course I think they are special children, our blood children are special children too.

Mr. HOFFMAN. That's right.

Mr. MYERS. We still have to give them special attention sometimes, whatever that might be, disciplinary or otherwise. I think these young people are very special. They have an opportunity that the great majority of children their age, and I guess most of us in this room never had the opportunity to have.

I think it is a great opportunity. I know what you are saying, that you don't want to build them up either, so that they don't come to class. I have had some of that problem too.

You made a special point here at one point in your prepared text about keeping the school independent of any congressional influence, of politics, and so forth. I know what you are meaning here. However, I still go back to what is happening, at least it is what has been reported of the school system in the District today as not being up to the standards that many would like to see in reading and so forth.

So I am not at all sure but that maybe somebody needs more attention, whether it be political or otherwise, to improve the quality of education. That brings up the next question about the teachers you presently have.

Could you just very briefly tell us what teachers you have, what their educational qualifications are?

Mr. HOFFMAN. Yes. We have six teachers, and two border on doctorates. Of course, that means that five have master's degrees and one is working on a master's degree.

Mr. MYERS. What is their tenure?

Mr. HOFFMAN. Well, of course, it runs the proverbial gamut. We have one teacher 2 years and another teacher 30 years. Within that I would say an average of 15 years' experience.

Mr. MYERS. Does the D.C. School System move your teachers around?

Mr. HOFFMAN. No.

Mr. MYERS. Do you have some influence upon the decision whether they are moved or not?

Mr. HOFFMAN. No. I assume that you would help in that direction, if you would recommend, if you felt it necessary to recommend that, certainly they are going to listen.

Mr. MYERS. No; the question is, Do they remove a teacher, rotate them from your school to another school arbitrarily?

Mr. HOFFMAN. I don't know of any school system—I am sure there are those that exist, but not many practice that. Yes, they do in some, of course.

Mr. MYERS. The teachers you presently have were assigned by the D.C. School System?

Mr. HOFFMAN. Yes, sir.

Mr. MYERS. You did not select those individuals to teach?

Mr. HOFFMAN. I had a hand with some of them that were sent to me as a courtesy extended to the skipper. I had some input. In other words, if they are not doing well, the buck lies right here.

Mr. MYERS. Do any of those teach in other schools presently?

Mr. HOFFMAN. No, sir. Mr. Congressman, they get up and they are at school at 6, and they teach a minimum of four 45-minute periods, and all of them have at least three different disciplines. I cite you the case of one gentleman who teaches calculus, chemistry, physics, geometry, trigonometry, and advanced math.

Mr. MYERS. What do the other people do? If he is teaching all that, who is teaching anything else?

Mr. HOFFMAN. Well, that takes care of one department, but they all double in spades. In other words, for the T.O. that we are allowed 100 students or so, we have 6 teachers, and to really provide the education for juniors and seniors to fit them into the slots when they get here, these teachers have to teach at least two subjects, and three.

Mr. MYERS. I wasn't suggesting they weren't doing their job. I just wondered if they were being taken away for other work someplace.

Mr. HOFFMAN. No.

Mr. MYERS. Because most children have the opportunity to stay after school if they need help in a subject or an assignment. Our children have to come over and go to work. Can they call back over and find the teacher there if they need help?

Mr. HOFFMAN. Excuse me. But thanks to Mr. Molloy, Mr. Russ, if we have a problem with a student who is falling behind or must have a makeup test, the constraint is more work. Our teachers stay until 11:30, but they will stay later, and what we do on occasion when youngsters need extra help, we request it and they always accede to our request, and we work with them. So the teachers work today for all intent and purpose is 6 to 11:30 or 12. The only time other than that, when they attend meetings within the school system of their particular departments.

Mr. MYERS. I am taking more time than I should, but I think this is very important. We had an opportunity to meet with you. In your prepared statement, you mentioned that school came second, and maybe that is in the minds of some, but I think most of us who are members, and those who are responsible for these young people, if it came to push and shove, if they were to get their education or come over and work I think most of us would say be sure and get that education, and somehow we will deliver our own papers here or something. It is important.

Their job, of course, is to be a page, which is a very important function in our system, very, very important. It is not just a side job, but that education is very important, too, and they only have one chance to get that education, and that is right now.

Mr. HOFFMAN. The first day that a student comes in, and is interviewed by me, he is told that the glamour is across the street. The future is over here. So we take to heart what you are saying. Of course, I don't want to ignore Mr. Anderson, because he, too, is very cooperative in helping youngsters to stay over and come back for extra or tutorial help.

To give you an example, the other day we had a Member of Congress over and it became a matter of push and shove. He was conducting a congressional seminar, and he was running a little late, and they were in need of our youngsters and I am right in the middle. I have a guest. He is honoring us. It is a privilege to have him, and I am trying to toss the towel in. I will admit I chickened out.

Mr. MYERS. It is hard to get Members to stop talking sometimes, as it is right here.

One last observation: Most pages now live in the dormitory. Have you noticed any difference in educability, if that is a word, of the students now that they are all living under one roof? Is there a little bit more discipline?

Mr. HOFFMAN. Yes; they tend to be coming a little later. I say that a bit facetiously. It is very difficult. It is a learning process, because in the first place a lot of them resisted it. Here they have been used to a freer life, and this is in a more military style, but they are acclimating and they are still getting in line, and the Lord willing, next year there will be a new slate of youngsters and they would never have known any different. So they will have been assigned to the dormitory and there is not to reason why and that will work well.

Sure, they are doing a good job over at that dormitory. Thank God for it. From the first day that we were all involved in it, 100 years ago it seems, every year we recommended supervised dormitory facilities, and that is great.

Mr. MINISH. Have you finished?

Mr. MYERS. I have 1,000 questions, but, yes.

Mr. MINISH. A fast question, Mr. Hoffman. You have freshmen through seniors now?

Mr. HOFFMAN. Yes.

Mr. MYERS. If that were confined to 1 year, your teachers have got to do a better job than they are doing now?

Mr. HOFFMAN. Absolutely.

Mr. MINISH. Mr. Guthrie.

Mr. GUTHRIE. Thank you, Mr. Chairman.

The one thing I have in mind is how many are we talking about with each individual instructor in a class?

Mr. HOFFMAN. They vacillate, Mr. Guthrie. We are heavy in juniors and seniors. All juniors must have U.S. history. All juniors must have English. All seniors must have English. All seniors must have government. So those classes are probably up around 30 or 30-plus. When you get down to French 4 or calculus or advanced mathematics, they may be six, seven, eight, or nine. Biology, because it is a tenth grade course, we may only have four.

Mr. GUTHRIE. It would still be your recommendation, actually, on a solid thing, on a junior year or senior year, that you would balance it a little closer?

Mr. HOFFMAN. Yes. Well, the junior and senior year. As I mentioned, they are both exciting age levels, and we could accommodate both. I don't have, in all truth, a preference there.

Mr. GUTHRIE. My oldest daughter is a teacher and I was thinking when you are getting down to only six in a class I would hope that each one of the students would come out with a straight A average at that point.

Mr. HOFFMAN. Excuse me, may I address that? We, of course, are forced into a heterogeneous setting, because of the lack of teachers, and we do not have all good students. We have all good people. We love them. There is nothing that we wouldn't do for them, but we don't get all A students, in a class, even in a class of only six, we can have D students in with A students.

Now, there are people who are constantly working to bring up the D students, but we get D students at the Capitol Page School. We do not get all outstanding scholars or students, and take my word for it, it is all a challenge and that doesn't mean I like an A better than a D because I was closer to that end, and so I have a special affinity for that type of student.

Mr. MINISH. Mr. Russ.

Mr. RUSS. Can you tell us what the national average would be for graduating seniors out of normal high school?

Mr. HOFFMAN. I would guess a normal high school, around 80 percent, 85 percent maybe.

Mr. RUSS. I have a son in high school, and according to his adviser, it is about 67 percent. I think if you look at this system that they have been forced to work under, they have done an outstanding job graduating 98 percent of the students that come here, most of them going on to the academies or to the Ivy League school.

Mr. MINISH. There is an incentive here. They get paid.

Mr. RUSS. That is exactly right. But they do work under extremely adverse conditions, and I would like to at least give them a chance to spend a year under these new conditions before we would make any recommendations for change. That is all.

Mr. MINISH. Mr. Molloy.

Mr. MOLLOY. Thank you, Mr. Chairman.

In response to the question of Mr. Myers and Mr. Emerson, both talked about you as a principal and a representative of the D.C. School System, could you change this curriculum and, to use Mr. Emerson's term, mix the two?

Mr. HOFFMAN. Yes, sir, I have gotten the green light from Dr. McKenzie, the superintendent of schools.

Mr. MOLLOY. Thank you. As someone with 14 years of experience as a professional teacher, if you had a preference—and in these constraints we are working under now, which we impose upon you, you don't—a junior year over senior, would you take one over the other?

Mr. HOFFMAN. Again I am kind of hedging. I would like the senior year, but, again, I think it is maybe a little selfish, because there is where a lot of the glamour is, and there is where a lot of the excitement is. It is where you have got your youngsters with dances and the farewells, and being a bit of a sentimentalist, I think 16's and 17's can handle it.

Mr. MOLLOY. They can handle it?

Mr. HOFFMAN. The 16's and 17's.

Mr. MOLLOY. So if we come down, if this particular board comes down with a decision, you would have no problem working with either one, is that what you are saying?

Mr. HOFFMAN. No, sir.

Mr. MOLLOY. One other question. There was a reference to working with just good students. You have no objection to working with a mediocre student? What I am driving at is there has been some thought that there would be some conditions preceding the appointment of a page. It is disturbing to me that it could develop an elitist-type class which I don't feel we should have. Would you address yourself to that as a principal.

Mr. HOFFMAN. What we have always done, Mr. Molloy, is we have made the effort, as good educators should, not to assume that we are—we are triers anyway, and you take them where they are, so it doesn't matter where that student is.

Mr. MOLLOY. It doesn't matter to you is what you are saying?

Mr. HOFFMAN. That's correct. It's just that when we kind of get shot down at times, we are still in a college preparatory curriculum. This is the only problem. We are running the gamut of the higher mathematics. We are running the language, and we do offer chemistry now, so whether that is an advance since yesteryear—but we still have the constraint of limited experiments.

It is more of a book course, so we would take the youngsters where they are, and welcome them at any age. The only thing that does tend to make it difficult when you get the least able student, and he comes here in a very mentally and physically enervating program of going to school 4 hours a morning and working 8 hours-plus a day, he is still just a kid. It's a lot better if that youngster is a little better student than some that we have had. This is no reflection on the youngster.

Mr. MYERS. Would you yield, Jim?

Mr. MOLLOY. Yes.

Mr. MYERS. We have sent some students home because they haven't maintained a B average over here. Were we wrong in doing that?

I think, looking at the whole picture, I would assume that if they—B average students you send home?

Mr. MOLLOY. We send home C's.

Mr. MYERS. We don't accept B's. We send C's home. We sent one home this year, as I recall, that I know of.

Mr. HOFFMAN. I think that in these cases—let me hedge if I may. Each case is an individual case. We would like to know how well they are doing at work, how well they are adjusting, and it is possible that they are working up to their potential.

Now, I won't recommend to any of these gentlemen to send home a C student, if in our professional opinion that youngster is working up to his potential. That isn't fair. But in the main, usually if the student can't keep the C, then he is having other problems.

Mr. MOLLOY. One last thing, if I may, Mr. Chairman. I would like for the sake of the record, to expand on what Mr. Russ said, the excellent cooperation we get from the school and the constraints that we build into it—we, not the school, present the problems with the odd way we have to run things.

I feel that with the input of this particular group, and the experience we have here, we can develop a program that I feel they can live with. I thank the chairman.

Mr. RUSS. One quick question.

Mr. MINISH. Go ahead.

Mr. RUSS. Not personally, but professionally, which is the most important year?

Mr. HOFFMAN. Probably the first year, when they start to learn to read.

Mr. RUSS. I am talking about junior or senior, which would you prefer professionally? Which is the most important year?

Mr. HOFFMAN. I remember most my senior year.

Mr. RUSS. Your answer is that the most important year for high school would be your senior year?

Mr. HOFFMAN. Yes, indeed.

Mr. MINISH. Mr. Hoffman, a couple of fast questions. First of all, if we select the year, and then I think the age may have to go by the wayside. If you say that the school is going to be open to juniors, and if the junior is 15 years old, maybe because he starting school early, it would be very difficult for us to say, "Well, look, you are a junior, but you don't meet the age." So that is something we are going to have to deal with.

The only question I have is some of the witnesses have indicated something about bringing teachers in from throughout the country. You don't have to pull any punches with this committee. Tell us how that would fit in.

Mr. HOFFMAN. I just don't know. I sat back and I wondered how it could be implemented or effectuated. It would appear to me to be a problem. Some of the gentlemen are alluding to some of these private schools, these outstanding private schools, and so forth. This could be a little bit of a different ball game, because the demands are there. But the demands are made at some of these schools realistically, in the sense that they have the time, and they have the total facilities. We don't provide total equality education.

Mr. MINISH. Is that because you are working with four different groups?

Mr. HOFFMAN. That is correct.

Mr. MINISH. We are talking about working with 1 year, whether it is seniors or juniors.

Mr. HOFFMAN. Again, that would make it easier. There is no doubt that with all of these recommendations that are being made it tends to make me salivate, with the hope that we are involved.

Mr. MINISH. We plan to be. Thank you very much, sir.

Mr. MOLLOY. Do you still feel you are among Indians?

Mr. HOFFMAN. No. Hail to the Redskins. Thank you very much.

Mr. MINISH. I just want to make the members aware that the meeting on Thursday is at the same time. It will be over at House Administration. Thank you.

[Whereupon, at 5:15 p.m., the Page Board adjourned.]

# EDUCATION FOR CONGRESSIONAL PAGES

THURSDAY, MARCH 10, 1983

HOUSE OF REPRESENTATIVES,
U.S. HOUSE OF REPRESENTATIVES PAGE BOARD,
*Washington, D.C.*

The Board met, pursuant to call, at 3:30 p.m., in room H-328, the Capitol, Hon. Joseph G. Minish (chairman of the Board) presiding.

Present: Representative Minish.

Present also: Hon. Benjamin J. Guthrie, Clerk of the House; Hon. James T. Molloy, Doorkeeper; and Hon. Jack Russ, Sergeant at Arms, members of the Board.

Staff present: James Kutcher, staff director and counsel to the chairman.

The CHAIRMAN. The meeting will come to order.

On Tuesday, our first day of hearings, we heard from Members of Congress and John Hoffman, principal of the Capitol Page School. Today our witnesses are primarily professional educators. We anticipate that their expert testimony on how the education of pages may be improved will be of great value to the Page Board.

Before proceeding, I would like to give the Board members who have an opening statement an opportunity to be heard. Before we do that, gentlemen, I understand that the minority member, Mr. Myers, and the ranking Democratic member, Mr. Fazio, will not be at the meeting because of a caucus of the Appropriations Committee. I make that statement so that you will know why they are not here.

All right. Mr. Molloy?

Mr. MOLLOY. Thank you, Mr. Chairman. I have no statement.

Mr. MINISH. Mr. Guthrie.

Mr. GUTHRIE. Thank you, Mr. Chairman. I have no statement.

Mr. MINISH. Mr. Russ.

Mr. RUSS. I have no statement, Mr. Chairman.

Mr. MINISH. We will hear from Mr. Levine.

## STATEMENT OF ROY LEVINE, FATHER OF FORMER PAGE, DAVID LEVINE

Mr. LEVINE. Mr. Chairman, I will present my opening statement.

Honorable chairman, distinguished members of the Board:

I asked to be invited as a witness for the most selfish of reasons; yet a very unselfish purpose.

This Board is to now determine whether the page system is to have high school juniors, seniors, or both.

Few of you knew my beloved departed son, David A. Levine. He was sponsored by Congressman Dan Rostenkowski. He served as a

cloakroom page from September 1980, to June 18, 1982. On his last day of school, I came to Washington to help pack his things and bring him home.

He was too ill to be moved. I called an ambulance and rushed him to Georgetown Hospital. I was told 4 hours later he had cancer. After 8 months of battling with chemotherapy, three major operations, including the removal of his right lung, he died March 5, 1982, 4 days after his 18th birthday.

Congressman Rostenkowski sponsored a special order eulogizing David on the House floor. Many Congressmen participated in these eulogies, their names and remarks can be found in the Congressional Record of March 16, 1982.

If you read the words in the Record, you would have known he was an exceptional young man. He was accepted to Harvard University, Johns Hopkins, and early accepted to the University of Chicago. His dream was to become a doctor, and continue on into research. His dream will never come to pass.

My most selfish purpose is to perpetuate that dream by allowing other exceptional graduating pages have an opportunity to fulfill their dreams. My unselfish purpose is to create a scholarship in the name of my beloved son. This scholarship will be funded from an estate created by my wife, my only surviving son, Robert, and myself.

We have not solicited anyone to contribute, but many Congressmen who heard of this endeavor, have expressed a desire to be part of this scholarship fund.

The major question is, gentlemen, Are you, the Board, going to rule out seniors, thus preventing a graduate senior from receiving the scholarship award, and possibly ending his or her dream, besides my going home brokenhearted.

My purpose and desire is to perpetuate the name of a most outstanding page. Your choice of juniors, seniors, or both staying in the page program can be rationalized in any direction.

Juniors are easier to control. They are less apt to get into trouble. After their junior year they go home to graduate in their respective schools. I am sure that there are many other reasons that were given to have juniors only.

I have spoken to a few educators, namely Mr. Joe McKluskey, the head of the English department, at the New Trier East High School in Winnetka, Ill., which, by the way, is rated as one of the leading public high schools in the United States. Mr. McKluskey is also one of the advisers to students who are preparing for college entrance. His opinion was, the junior year of high schools is probably the most important and intense year a student has at high school.

Some of the reasons he gave were as follows:

During the junior year, he or she will take their SAT or ACT test. The preparation for these tests are most important. They are, so to speak, a résumé of the first 3 years of a student's background in math, English, and reading abilities. The colleges look upon these grades as being most important.

Mr. Hoffman, the principal of the Capitol Page School, is doing a remarkable job with the students within the framework he has, such as the short period of time the pages have in their classrooms,

the full-time jobs the pages must perform. This is most difficult for the pages, it does not give them that much time to study after a long day.

The juniors must make a concerted effort to prepare for the SAT tests within the time they have out of the school classroom, and after their working day. Not that the junior student is necessarily going to do worse away from home, but the distraction of the "page family" is a detraction. I use the expression, "page family" because they are a family unto themselves.

I also spoke to Dr. Harvey Golomb, a doctor world renowned in the field of cancer, who is also a member of the admissions board at the University of Chicago. He made a most unusual statement: "Show me a student's English theme paper, and I can usually tell you their direction and achievement probability."

His opinion is, a junior has to work at his peak performance to do well on his or her SAT; the SAT is the benchmark that most colleges and universities look at.

On the other hand, when a senior receives his or her college acceptance, the pressure is off, so to speak.

What both these educators are saying is: The junior needs the time to accomplish their first major hurdle, getting into college.

To outline some of the reasons to retain seniors only: They are a bit more mature, a bit more exposed to the adult world. They can probably handle the separation from home a bit easier. In some cases, a bit more sophisticated. They have a bit more stamina, and are probably or possibly a bit more responsible.

Gentlemen, I did not receive my invitation in time to realize that I had to make 25 copies, nor did I know what the question was in regard to the length of time for the student.

Mr. MINISH. Well, we would hope that everyone who is testifying would limit their testimony to 10 minutes.

Mr. LEVINE. I would like to proceed with an addendum which is in your copies.

Mr. MINISH. Yes; you may proceed.

Mr. LEVINE. Gentlemen, I apologize for not having this portion included in the text of my original testimony. I received my invitation late Monday and did not have ample time to rewrite it and make copies and have it submitted 48 hours before the hearing.

The focus of the testimony appears to be an either/or question: Should we have juniors or seniors? And I gave my opinion in my testimony. If there is but one choice, let it be seniors.

Second, the question of a semester program. I will read a portion of my letter to the Speaker dated September 7, 1982, page 2, paragraphs 3 and 4, and I quote from that, if you will bear with me, please. This was written to the Speaker:

> If the Page system is changed, to allow only Juniors and not Seniors, and a period of only 4 months, as proposed; I feel that all people concerned would be cheated. The elimination of Seniors, seems to defeat the purpose, of having mature Pages, service the House, its Members, and Supervisors.
>
> A four-month appointment would not only disrupt the child from this calendar school year, but would not afford the Members, the Pages, or their immediate Supervisors the opportunity to learn about each other, or the System, let alone an efficient operation, in servicing the institution.

But why do we have to choose having either a junior or senior in the page program? The page system has worked successfully having both classes for many, many years. By having both juniors and seniors, you will retain a continuity and flexibility which is needed for optimum service to the Congress.

If a few juniors stay into their senior year, they can familiarize the incoming pages with their routine and responsibilities.

Unfortunately, these hearings are being held because of the actions of a few pages who disgraced this institution. What precipitated this problem was inadequate supervision. And from what I have seen and heard in the last 3 days, this problem has been corrected with thanks to the Office of the Architect and Mr. Molloy, among others.

As I mentioned earlier, I am submitting copies of the Congressional Record, along with copies of my correspondence with Mr. Califano, a rough draft of the scholarship fund, and copies of correspondence with the Speaker, whom I spoke with recently, and he was very much in favor of the scholarship award.

Mr. Chairman, let me close by expressing my heartfelt thanks to you and the members of the board for affording me this opportunity to share my views on a matter of real concern to all of us, namely, the improvement of the congressional page system.

Your efforts thus far have been indeed commendable, and I depart with confidence that you will develop a page program worthy of the Congress, the pages, and the blessed memory of my son, David.

[The prepared statement of Roy Levine follows:]

PREPARED STATEMENT OF ROY LEVINE

HONORABLE CHAIRMAN: DISTINGUISHED MEMBERS OF THE BOARD:

I ASKED TO BE INVITED AS A WITNESS FOR THE MOST SELFISH OF REASONS: YET A VERY UNSELVISH PURPOSE.

THIS BOARD IS TO NOW DETERMINE WHETHER THE PAGE SYSTEM IS TO HAVE HIGH SCHOOL JUNIORS, SENIORS, OR BOTH.

FEW OF YOU KNEW MY BELOVED DEPARTED SON DAVID A. LEVINE.

HE WAS SPONSORED Y CONGRESSMAN DAN ROSTENKOWSKI, HE SERVED AS A CLOAK ROOM PAGE FROM SEPTEMBER 1980 TO JUNE 18,1982.

ON HIS LAST DAY OF SCHOOL, I CAME TO WASHINGTON TO HELP PACK HIS THINGS AND BRING HIM HOME.

HE WAS TOO ILL TO BE MOVED, I CALLED AN AMBULANCE AND RUSHED HIM TO GEORGE TOWN HOSPITAL: FOUR HOURS LATER I WAS TOLD HE HAD CANCER.

AFTER EIGHT MONTHS OF BATLLEING WITH CHEMOTHERAPY, 3 MAJOR OPERATIONS, INCLUDING THE REMOVAL OF HIS RIGHT LUNG, HE DIED, MARCH 5,1982: 4 DAYS AFTER HIS 18TH. BIRTHDAY.

CONGRESSMAN ROSTENKOWSKI SPONSORED A SPECIAL ORDER EULOGIZING DAVID: ON THE HOUSE FLOOR. MANY CONGRESSMAN PARTICIPATED IN THESE EULOGIES, THEIR NAMES AND REMARKS CAN BE FOUND IN THE RECORD OF MARCH 16,1982.

IF YOU READ THE WORDS IN THE RECORD, YOU WOULD HAVE KNOWN HE WAS AN EXCEPTIONAL YOUNG MAN.

HE WAS ACCEPTED TO HARVARD UNIVERSITY, JOHN HOPKINS, AND EARLY ACCEPTED TO THE UNIVERSITY OF CHICAGO.

HIS DREAM WAS TO BECOME A DOCTOR, AND CONTINUE ON INTO RESEARCH.

THIS DREAM WILL NEVER COME TO PASS.

MY MOST SELFISH PURPOSE , IS TO PERPETUATE THAT DREAM, BY ALLOWING OTHER EXCEPTIONAL GRADUATING PAGES HAVE AN OPPORTUNITY TO FULLFILL THEIR DREAMS.

MY UNSELFISH PURPOSE IS TO CREATE A SCHOLARSHIP IN THE NAME OF MY BELOVED SON.

THIS SCHOLARSHIP WILL BE FUNDED FROM AN ESTATE CREATED BY MY WIFE, MY ONLY SURVING SON ROBERT, AND MYSELF.

WE HAVE NOT SOLICITED ANYONE TO CONTRIBUTE : BUT MANY CONGRESSMAN WHO HEARD OF THIS ENDEVOR , HAVE EXPRESSED A DESIRE TO BE PART OF THIS SCHOLARSHIP FUND.

THE MAJOR QUESTION IS, ARE YOU THE BOARD GOING TO RULE OUT SENIORS: THUS PREVENTING A GRADUATE SENIOR FROM RECIEVING THE SCHOLARSHIP AWARD: AND POSSIBLY ENDING HIS OR HER DREAM?

BESIDE, MY GOING HOME BROKEN HEARTED.

MY PURPOSE AND DESIRE IS TO PERPETUATE THE NAME OF A MOST OUTSTANDING PAGE:

YOUR CHOICE OF JUNIORS: SENIORS ; OR BOTH STAYING IN THE PAGE PROGRAM CAN BE RATIONALIZED IN ANY DIRECTION:

JUNIORS ARE EASIER TO CONTROL
THEY ARE LESS APT TO GET INTO TROUBLE
AFTER THEIR JUNIOR YEAR THEY GO HOME TO GRADUATEIN THEIR RESPECTIVE SCHOOLS

I AM SURE MANY OTHER REASONS WERE GIVEN TO HAVE JUNIORS ONLY:

I HAVE SPOKEN TO A FEW EDUCATORS,NAMELY MR. JOE MC KLUSKEY, THE HEAD OF THE ENGLISH DEPARTMENT, AT THE NEW TRIER EAST HIGH SCHOOL: WHICH BY THE WAY IS RATED AS ONE OF THE LEADING HIGH SCHOOLS , IN THE UNITED STATES: IT IS A PUBLIC HIGH SCHOOL LOCATED IN WINNETKA , ILLINOIS.

MR. MC KLUSKEY IS ALSO ONE OF THE ADVISERS TO STUDENTS WHO ARE PREPARING FOR COLLEGE ENTRANCE.

HIS OPIMION WAS, THE JUNIOR YEAR OF HIGH SCHOOL IS PROBABLY THE MOST IMPORTANT, AND INTENSE YEAR A STUDENT HAS AT HIGH SCHOOL.

THE REASONS HE GAVE WERE AS FOLLOWS:

DURING THE JUNIOR YEAR, HE OR SHE WILL TAKE THEIR S.A.T. OR A.C.T. TEST.

THE PREPERATION FOR THESE TESTS ARE MOST IMPORTANT:THEY ARE : SO TO SPEAK A RESUME OF THE FIRST THREE YEARS OF A STUDENTS BACKROUND IN MATH, ENGLISH, AND READING ABBILITIES.

THE COLLEGES LOOK UPON THESE GRADES AS BEING MOST IMPORTANT.

MR. HOFFMAN, THE PRINCIPAL OF THE CAPITOL PAGE SCHOOL IS DOING A REMARKABLE JOB WITH THE STUDENTS,WITHIN THE FRAMEWORK HE HAS. SUCH AS THE SHORT PERIOD OF TIME THE PAGES HAVE IN THEIR CLASSROOMS, THE FULL TIME JOBS THE PAGES MUST PREFORM. THIS IS MOST DIFFICULT FOR THE PAGES, IT DOES NOT GIVE THEM THAT MUCH TIME TO STUDY AFTER A LONG DAY .

THE JUNIORS MUST MAKE A CONCERTED EFFORT TO PREPARE FOR THE S.A.T. TESTS WITHIN THE TIME THEY HAVE OUT OF THE SCHOOL ROOM, AND AFTER THEIR WORKING DAY.

NOT THAT THE JUNIOR STUDENT IS NECESSARILY GOING TO DO WORSE AWAY FROM HOME : BUT THE DISTRACTION OF THE " PAGE FAMILY": IS A DETRACTION. I USE THE EXPRSSION , " PAGE FAMILY", BECAUSE THEY ARE A FAMILY UNTO— EACH OTHER.

I ALSO SPOKE TO DR. HARVEY GOLOMB:A MAN WORLD RENOWNED IN THE FIELD OF CANCER, WHO IS ALSO A MEMBER FO THE ADMISSIONS BOARD AT THE UNIVERSITY OF CHICAGO. HE MADE A MOST UNUSUAL STATEMENT: " SHOW ME A STUDENTS ENGLISH THEME PAPER, AND I CAN USUALLY TELL YOU THEIR DIRECTION AND ACHIEVMENT PROABILITY."

HIS OPION IS, A JUNIOR HAS TO WORK AT HIS PEAK OF PERFORMANCE TO DO WELL ON HIS OR HER S.A.T.: THE S.A.T. IS THE BENCH MARK THAT COLLEGES LOOK AT.

ON THE OTHER HAND , WHEN A SENIOR , RECIEVES HIS OR HER COLLEGE ACCEPTANCE, THE PRESSURE IS OFF, SO TO SPEAK.

WHAT BOTH THESE EDUCATORS ARE SAYING IS: THE JUNIOR NEEDS THE TIME TO ACCOMPLISH THEIR FIRST MAJOR HURDLE , GETTING INTO COLLEGE.

TO OUTLINE SOME OF THE REASONS TO RETAIN SENIORS ONLY:
THEY ARE A BIT MORE MATURE
A BIT MORE EXPOSED TO THE ADULT WORLD.
THEY CAN PROBLY HANDLE THE SEPERATION FROM HOME A BIT EASIER.
IN SOME CASE A BIT MORE SOPHISTICATED.
THEY HAVE A BIT MORE STAMINA
POSSIBLY A BIT MORE REPONSIBLE.

BUT WHY DO WE HAVE TO CHOOSE : HAVING EITHER A JUNIOR OR SENIOR IN THE PAGE PROGRAM?

THE PAGE SYSTEM HAS WORKED SUCCESSFULLY HAVING BOTH CLASSES FOR MANY MANY YEARS.

BY HAVING BOTH JUNIORS AND SENIORS YOU WILL RETAIN A CONTINUITY AND FLEXIBILITY , WHICH IS NEEDED FOR OPTIMUM SERVICE TO THE CONGRESS.

IF A FEW JUNIORS STAY INTO THEIR SENIOR YEAR, THEY CAN FAMILIARIZE THE INCOMING PAGES WITH THEIR ROUTINE, AND RESPONSIBILITIES.

UNFORTUNATELY THESE HEARINGS ARE BEING HELD BECAUSE OF THE ACTIONS OF A FEW PAGES WHO DISGRACED THIS INSTITUTION.

HAT PRECIPITATED THIS PROBLEM WAS INADEQUATE SUPERVISION.

AND FROM WHAT I HAVE SEEN AND HEARD IN THE LAST THREE DAYS, THIS PROBLEM HAS BEEN CORRECTED WITH THANKS TO THE OFFICE OF THE ARCHITECHT OF THE CAPITOL , AMONG OTHERS.

AS I MENTIONED EARLIER, I AM SUBMITTING COPIES OF THE CONGRESSIONAL RECORD , ALONG WITH COPIES OF MY CORRESPONDENCE WITH MR. CALIFANO, A ROUGH DRAFT OF THE SCHOLARSHIP FUND, AND COPIES OF CORRESPONDENCE WITH THE SPEAKER, WHO INCIDENTLY I SPOKE WITH RECENTY, AND HE WAS VERY MUCH IN FAVOR OF THE SCHOLARSHIP AWARD.

MR. CHAIRMAN, LET ME CLOSE BY EXPRESSING MY HEARTFELT THANKS TO YOU, AND THE MEMBERS OF THE BOARD FOR AFFORDING ME THIS OPPORTUNITY TO SHARE MYVIEWS ON A MATTER OF REAL CONCERN TO ALL OF US NAMELY THE IMPROVEMENT OF THE CONGRESSIONAL PAGE PROGRAM.

YOUR EFFORTS THUS FAR HAVE BEEN INDEED COMMENDABLE, AND I DEPART WITH CONFIDENCE THAT YOU WILL DEVELOP A PAGE PROGRAM WORTH OF THE CONGRESS,THE PAGES, AND THE BLESSED MEMORY OF MY SON, DAVID.

I WOULD BE MOST HAPPY TO ANSWER ANY QUESTIONS YOU MAY HAVE.

ADDENDUM

GENTLEMEN: I APOLOGIZE FOR NOT HAVING THIS PORTION INCLUDED IN THE TEXT OF MY TESTIMONY. I RECEIVED MY INVITATION LATE MONDAY AND DID NOT HAVE AMPLE TIME TO REWRITE AND MAKE COPIES TO BE SUBMITTED 48 HOURS BEFORE THE HEARING. THE FOCUS OF THE TESTIMONY APPEARS TO BE AN EITHER OR QUESTION.

A. SHOULD WE HAVE JUNIORS OR SENIORS.

I HAVE GIVEN MY OPION IN MY TESTIMONY: IF THERE IS BUT ONE CHOICE, LET IT BE SENIORS.

B. THE QUESTION OF A SEMESTER PROGRAM.

I WILL READ A PORTION OF MY LETTER TO THE SPEAKER, DATED SEPTEMBER 7, 1982 - PAGE 2, PARAGRAPH 3 & 4, "QUOTE".

C. CHOICE OF TRADITIONAL OR AMERICAN STUDIES CURRICULUM.

TRADITIONAL, WITHOUT QUESTION. THIS WAS WRITTEN IN MY ORIGINAL TESTIMONY. IF BOTH JUNIORS AND SENIORS ARE DECIDED UPON, THE JUNIOR NEEDS THE TRADITIONAL CURRICULUM TO PREPARE FOR HIS OR HER S.A.T. AND A FULL ROUNDED COURSE TO KEEP THE CONTINUITY OF HIGH SCHOOL.

D. REMAIN WITH THE D.C. PUBLIC SCHOOL SYSTEM.

A MOST DEFINATE YES, IT MAINTAINS A STANDARD WHICH HAS BEEN FINE ENOUGH TO HAVE GRADUATES ACCEPTED TO BROWN, YALE, PRINCETON, HARVARD, NORTHWESTERN, U. OF C., THE MILITARY ACADAMICS. I PERSONALLY KNOW PAGES WHO HAVE BEEN ACCEPTED INTO THESE COLLEGES AND UNIVERSITIES WITHIN THE LAST THREE YEARS. WHY CHANGE AN INSTITUTION THAT HAS PRODUCED THIS HIGH STANDARD TYPE STUDENT.

with higher per capita incomes. Yet, the United States still assumes a level of the defense burden which belongs to our European allies.

Our economy is in the depths of a recession and we cannot afford to pay an unfair share of NATO's defense. Our economic difficulties are partly due to high interest rates which result from huge budget deficits. We cannot ask the American people to do without important government services on which they depend while Europeans enjoy defense protections paid for by the United States.

The Soviet threat has not diminished over the last few years, as evidenced by an unprecedented arms buildup, and adventurism in Afghanistan, the Horn of Africa, Central America, Southeast Asia, and Poland. President Reagan has proposed that the United States modernize and increase its military capabilities so that we can meet the Soviet challenge. Western Europe shares our commitment to upholding the principles and values of a free society and must be capable to defend these liberties if the situation arises.

It is encouraging to note that for the past few years the Congress has called on our NATO allies to pay for a larger share of the U.S. efforts to defend their interests in Western Europe and the Persian Gulf. The military construction appropriations and authorization bills were the primary vehicles to send our message to our allies. It is imperative that since the United States is paying the full cost of the Rapid Deployment Force, which is designed to protect the Persian Gulf oil supplies, other NATO members should pay for some of the costs of certain U.S. facilities in Europe.

I am hopeful that an agreement on this issue can be reached amicably with our allies in Europe. If the inequitable defense burden sharing relationship with our NATO allies is not addressed, the American people may force Congress to seek reductions in the number of U.S. military personnel in Europe.●

## A TRIBUTE TO THE LATE DAVID A. LEVINE

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Illinois (Mr. ROSTENKOWSKI) is recognized for 60 minutes.

(Mr. ROSTENKOWSKI asked and was given permission to revise and extend his remarks and include extraneous matter.)

Mr. ROSTENKOWSKI. Mr. Speaker, it is with a sense of great loss and sorrow that I now pay tribute to the late David A. Levine. David, who served the Congress as a page from my city of Chicago, died of cancer March 5, at the age of 18.

During his service from September 1980 through June 1981 as a page in the Democratic cloakroom, David clearly demonstrated his ability as a capable, motivated, and highly mature young man. It seemed he always had a way of handling the most hectic situation with grace and dignity.

David was an intelligent young man whose academic achievements were noteworthy at both New Trier High School and the Capitol Page School. Yet these qualities of maturity and intelligence portray only a small portion of this most unusual individual.

Beyond these qualities there was a young man of compassion and warmth. It seemed David's warmth came from his sincere and genuine concern for others. He always searched for individuals' positive qualities and downplayed their weaknesses. In his cheerful manner David seemed to never envy anyone—he always seemed most comfortable with himself.

I admired this young man and I respected him.

To David's father, Roy, and his mother, Saralyn, I offer my condolences. But amidst my sadness I must express that I have been deeply honored to have known a young man of David's stature.

In closing, I would like to submit for the RECORD the eulogy Mr. Donnald K. Anderson delivered at David's funeral. As we all know Mr. Anderson, as the manager of the Democratic cloakroom, was David's supervisor. But more than David's supervisor, Mr. Anderson was David's mentor, friend and confidant. We will all miss this young man.

EULOGY BY DONNALD K. ANDERSON

For the Members and staff of the United States House of Representatives, I and many of my co-workers have come from Washington to offer our heartfelt tribute to the memory of our friend, David Levine.

During the nine months David served the House as a page in the Democratic cloakroom, I was his supervisor. This was a time of extraordinary happiness for him and for the many of us who daily worked, studied, ate, played, talked and, yes, even occasionally argued with him.

We deeply mourn David's death, but far more significantly we celebrate his beautiful life, and are grateful to God for having made us a part of it until his life was fulfilled.

We have no doubt that David's life, though short, was indeed fulfilled and in the very finest sense. On David's birthday last week, one of several Members of Congress in a tribute to David from the House floor, observed that Washington is a city filled with monuments and with people who sometimes confuse themselves with those monuments.

David was not one of those people to whom the Congressman referred, for he became for us in his own right, a monument to the nobility of the human spirit. Unaffected by the imposing setting in which he lived and worked, David affected us indelibly and powerfully with his simple directness, his straightforward statements of personal morality and ethics, his unfailing respect for people and their institutions, his real compassion, and his ability to balance genuine good humor with serious discussion.

David's strong religious belief and love of God were ever reflected in his expressions of kindness and love for us, his friends. David and I frequently discussed God although we embraced different faiths. David spoke so wisely and so confidently as to cause me to forget that he was less than half my age.

We believe that each of us is a unique and unrepeatable creation of God. Might God have once been inclined to copy from his own creation, he may have done so in David's dear brother, Robbie, who possesses David's most beautiful qualities and yet with the distinct imprint of his own personality.

Roy and Saralyn have been blessed with two sons who bring honor to their name. David and Robbie have been likewise blessed with the rich inheritance of their parents' wisdom and love, their gift of life's most profound values, and the strength of character which comes only when family members truly understand and support one another.

I would share with you our mutual impressions of David's short but abundantly successful life: David achieved success because he lived well, laughed often and loved much; enjoyed the trust and respect of intelligent men and women, and the love of children; David always looked for the best in others and always gave them the best he had; David filled his niche and accomplished his task; David never lacked the appreciation of Earth's beauty or failed to express it; David has left the world better than he found it; David's life has been an inspiration; David's memory is a benediction.

David had a formula for success: be polite, prepare yourself for whatever you are asked to do, keep yourself tidy, be cheerful, don't be envious, be honest with yourself so that you will be honest with others, be helpful, interest yourself in your job, don't pity yourself, be quick to praise, be loyal to your friends, avoid prejudices, be independent, interest yourself in politics, and read the newspapers.

A successful man when once asked the secret of his success observed that it could be summed up in three words . . . "And then some". These three words, he said, explain the difference between ordinary people and really top people. The top people always do what is asked of them . . . and then some. Our friend, David always did what was asked of him . . . and them some.

Mr. STUDDS. Mr. Speaker, will the gentleman yield?

Mr. ROSTENKOWSKI. I yield to the gentleman from Massachusetts.

Mr. STUDDS. Mr. Speaker, I thank the gentleman for yielding.

I would like to take just a moment to add my voice to the tribute paid to David by his sponsor in this House, the gentleman from Illinois (Mr. ROSTENKOWSKI).

There really is not much consolation, to put it simply, in the death of a young person. I find it particularly touching that this House would take a moment to reflect upon one of those challenges which life has for us and to which we must respond.

Young people do die. Tragedy notwithstanding, it is something with which we must deal, something which we must accept.

The gentleman will recall that just a couple of weeks ago several of us stood on the floor of this House to wish a happy 18th birthday to David. We knew at that time, but as far as I know, he did not know, that in all like-

lihood that would be his last birthday. I recall, as does the gentleman, the kind of warmth that was brought to this Chamber and to its anterooms by this young man from Chicago. It is a very special gift that he had. He shared it very, very generously with those of us who were here and all those who are privileged to be here.

I just hope that, human nature being what it is, we will respond in a way that I think would do him the honor he deserves. As you know, human nature is such that we usually wait until a tragedy of this dimension to awaken ourselves from the kinds of trivia to which we generally devote so much of our attention, and our energy, and our time.

So often and so sadly, it takes the loss of a member of our family or a loved one or a close friend to jolt us out of the ways in which we waste so much of our time and so much of our energy, particularly in this Capital of international business in which we work at this time.

So perhaps the best honor we could give to this young man is to try to remember that there are more important things than those to which we give so much of our own attention, and to thank him at this point and in this way for reminding us of those things and the way he lived, and as I say, if we can conduct ourselves in that fashion in the future, then his presence here will have been very special indeed.

Mr. Speaker, I thank the gentleman for having brought him here, and I thank him for this opportunity to pay this tribute.

Mrs. BOGGS. Mr. Speaker, will the gentleman yield?

Mr. ROSTENKOWSKI. I yield to the gentlewoman from Louisiana.

Mrs. BOGGS. Mr. Speaker, I am grateful to the gentleman from Illinois (Mr. ROSTENKOWSKI) for taking the time to pay this tribute to a splendid young man.

I was really greatly saddened when I learned of the death of David Levine. David was one of those rare people who think only the best, give only their best, expect only the best, and deserve only the best.

□ 1445

He was a very shining example of the kind of students that we are privileged, as Members of Congress, to be associated with among the pages. I am sure that his spirit of enthusiasm and his dedication to his job and to this institution will set standards to which the other pages can repair.

As you know, David Levine lived and died fighting. He fought the good cause for everything that was right, as a person and as a student, and then he fought the great struggle, of course, against the devastation of cancer.

Each of us is a better person for having known David and we will carry his ideals forward all the rest of our lives.

I would like to extend my special condolences to David's parents and to his brother Robbie, and to his friends. His absence will be greatly felt by all of us here.

Mr. MITCHELL of Maryland. Mr. Speaker, will the gentleman yield?

Mr. ROSTENKOWSKI. I yield to the gentleman from Maryland.

Mr. MITCHELL of Maryland. Mr. Speaker, on Friday, March 5, 1982, David A. Levine lost a 9-month battle with cancer. David served as a Democratic cloakroom page here, in the House, from September 1980 to June 1981.

David Levine excelled in both pursuits—he was an outstanding student, and worked assiduously to execute his page duties. Unfortunately, the many tiring evenings, pressurized days, and formidable tasks in the life of a page are just not acknowledged enough by those of us who rely so heavily on their services.

David Levine was one of our young people whose life disputes the myth that all youth are only concerned about having fun times and avoiding work. David ranked near the top in both the Capitol Page School, and prior to that, in his home school in Chicago. It is just a bit comforting to know that he was among those youth eager to gain some knowledge of the legislative process while serving the lawmakers daily.

I join my colleagues in extending heartfelt sympathy to David's family, and in assuring them that, although their son's life was short, it was, nonetheless full with the admiration gained by his service to others.

Mr. Speaker, I want to commend the gentleman from Illinois (Mr. ROSTENKOWSKI) for taking this special order. Here we are in this Nation caught in the grips of all sorts of potential international calamities, and our domestic situation threatens us each day. This Congress, in which I am honored to serve, is beset by problems that almost seem to defy solution. Yet in the midst of all of that chaotic activity, I think it is appropriate that we stop and pay tribute to a spirit, a very beautiful spirit which David Levine had. I teased him a lot. I know we were friends. I would tell him to "Wake up, you are supposed to be taking care of the Congressmen." He was wide awake. He would always have some teasing remark to give back to me.

As my colleagues know, we establish our own friendships in this Congress. But to establish a friendship with a young person is so meaningful because there is no hidden agenda, there is just the honesty and sincerity and decency.

I, too, share the grief that I know his parents must feel, and I would say to them some words that Robert Kennedy is alleged to have read over and over and over again at the time of the tragic death of his brother, John. Those words go:

Even in our sleep, pain which cannot forget falls drop by drop upon the heart until out of our despair, even against our will, comes wisdom through the awesome grace of God.

I think if his parents and brother ponder on those words there might be something to assuage the pain that they must feel.

Mr. KILDEE. Mr. Speaker, will the gentleman yield?

Mr. ROSTENKOWSKI. I yield to the gentleman from Michigan.

Mr. KILDEE. Mr. Speaker, as a former teacher and the parent of three children, I have had the opportunity to observe many young people in the course of the years. David A. Levine, who served here as a page, was one of the few truly outstanding young men that I have ever had the privilege and the honor to meet. He was a real gentleman, a fine intellect, had high ideals and a keen sense of morality.

I chatted with David on several occasions here in the House Chamber, and one day while he was securing a telephone for me, I told David that if my children would grow up to be as fine as he was, I would consider myself a successful parent. These words were spoken from the heart and David accepted them with boyish embarrassment and genuine gratitude.

Those whose lives he has touched are better for the fact that they knew David Levine.

Mr. MAVROULES. Mr. Speaker, will the gentleman yield?

Mr. ROSTENKOWSKI. I yield to the gentleman from Massachusetts.

Mr. MAVROULES. Mr. Speaker, I rise to pay tribute to a young man of strong character, remarkable intelligence, and great courage.

Most of us knew David Levine during his service here as a page in the Democratic cloakroom. Those of us who did where impressed by his diligence—his unflagging devotion to his job, and his studies.

More importantly, Mr. Speaker, we were impressed by a level of maturity so rare in one so young.

David's strength of character was no secret to his many friends. It was underscored by the bravery he showed in his fight against the disease that tragically claimed his life.

This is a difficult time for David Levine's family and friends, and nothing anyone can do or say will make it easier.

But his parents, Roy and Saralyn Levine, and his brother, Robby, can be proud of what he accomplished in the limited time he had.

I think I speak for my colleagues in saying that all who knew him will miss him very much.

Mr. RATCHFORD. Mr. Speaker, will the gentleman yield?

Mr. ROSTENKOWSKI. I yield to the gentleman from Connecticut.

Mr. RATCHFORD. Mr. Speaker, one of the most meaningful things

that has happened to me as a Member of Congress is the opportunity to meet with and work with those young men and women who are the pages of the Congress of the United States. They are bright; they are articulate; they are concerned; they are highly motivated and they demonstrate every day a strong social concern.

In working daily on the floor of the House with these young men and women I come away with a good feeling about them and about America and, yes, about America's future. David to me exemplified all that is good with the Capitol pages and, yes, about young people in America.

In addition to being bright, articulate, concerned, highly motivated, and a person of strong social conscience, David Levine showed me, especially over the past several months, the true meaning of courage. The great American author, Ernest Hemingway, once described courage as grace under pressure. David in every respect, in every day, to those of us who knew him, exemplified the true meaning of courage.

To you, his sponsor, above all to his family, and to that group that I know is feeling this so much, his peers, the Capitol Hill pages, David, you exemplified courage. For those of us who knew you, our lives have been touched. We are indeed better for what you have meant to us.

Mr. MINETA. Mr. Speaker, will the gentleman yield?

Mr. ROSTENKOWSKI. I yield to the gentleman from California.

(Mr. MINETA asked and was given permission to revise and extend his remarks.)

Mr. MINETA. Mr. Speaker, the death of a young person is always tragic, particularly someone with as much demonstrated ability and as much potential as David Levine.

David was an exemplary page, and a very fine person. I was particularly impressed with his maturity. He was always willing to take on any task requested of him. I lived in Evanston, Ill., from 1943 to 1946, and having gone to Evanston Township High School, I used to have some lively discussions about the [illegible] New Trier High School.

David's untimely death moved me very much, and I want to offer my sincere condolences to his parents, Roy and Saralyn Levine, and his younger brother, Robby. In fact, this last weekend a local radio station in the San Francisco Bay area conducted a 24-hour radiothon on behalf of the National Leukemia Society and since part of their research funds go to finding the cause and a cure of lymphonia, I contributed to that cause on his behalf.

We can be grateful that he was a participant in the page program and that we had the opportunity to get to know such an outstanding individual. We can take comfort in knowing that it was a time of extreme happiness for him.

David touched many lives while he was here. The warmth and caring that he showed is reflected now in the sorrow that we all feel on his loss.

Perhaps the truest form of testimonial to an individual cannot be expressed in words, but in the number of people that he influenced during his lifetime. It is a great tribute to David indeed that he touched so many of us.

Mr. WEISS. Mr. Speaker, will the gentleman yield?

Mr. ROSTENKOWSKI. I yield to the gentleman from New York.

(Mr. WEISS asked and was given permission to revise and extend his remarks.)

Mr. WEISS. Mr. Speaker, little more than 2 weeks ago I stood before the House to offer birthday wishes to David Levine, a Democratic cloakroom page who spent months in his Chicago home and in the hospital battling nobly against life-threatening cancer. On that occasion, all of us familiar with David's condition hoped against hope that he would emerge victorious and eventually return to us.

On March 5, 1982, David Levine lost his courageous fight and died. All of us in Congress join in extending our deepest sympathy to David's parents, brother, friends, and fellow pages. As a hard-working page and an outstanding student, David exemplified the excellence that we all associate with the valuable services performed by pages every day.

David Levine's personal contributions should not be overlooked. That side of him can best be depicted by those who knew him best, his friends and fellow pages. One good friend and fellow page, Andrew Glick, whom we all know from his role in the Democratic cloakroom, has asked me to share with you his thoughts on the loss of David Levine. I am honored to share with you now his personal "Tribute to a Friend":

A TRIBUTE TO A FRIEND

(By Andrew Glick)

Brian Piccolo was once a star football player for the Chicago Bears. However, just as his career began to accelerate, the doctors discovered that he had cancer, and Brian subsequently died from this cancer.

I do not want to tell you the story of Brian Piccolo but of another Chicagoan who died of cancer at a very young age, David A. Levine.

David died of cancer on Friday, March 5, 1982; he had just turned 18 four days earlier. David worked in the United States House of Representatives as a Democratic Cloakroom Page between September 1980 and June 1981. He was a very dedicated person, and he served with the utmost dignity. David was a favorite of all the people involved with the House of Representatives, and this love was seen during his duty as a page and during the time of his illness. I know many of my readers feel as sad as I do at the passing of such a wonderful and loving person.

David's illness began last June when he was finishing his duties as a page. He became quite ill, and he was admitted into Georgetown Hospital where they discovered that he had cancer. He then went home to Chicago where he was admitted into the Billings Hospital. He went through two sets of chemotherapy treatments that lasted for six months. They were very long and painful sessions, but David had the courage to fight them so that he would be able to stay alive.

Six months later, in December, the time came to celebrate the Jewish Holiday of Channukah. This holiday is the celebration of lights, of hope, and of life. I arrived home on the first day of Channukah and David called to tell me that his chemotherapy treatments were finished and that he was going to get well. Many people came into Chicago, and we celebrated his recovery. We were all relived that this nightmare was over, but we were soon to find out that it was not.

Two weeks later, the doctors discovered an adhesion on David's liver and had to operate. They found more cancer but it had not gone into his liver. They removed as much as possible, and immediately started chemotherapy again.

One month later, David's father called the Democratic Cloakroom and told us that the doctors found cancer in David's liver and that he was only going to live for a few more weeks. At this time, David's 18th birthday was just five days away. Mr. Anderson, Mr. Mellody, and I went to Chicago for his birthday, but our real purpose was to say good-by to a dear, dear friend.

We went to his house on Sunday, February 28th, the day before David's birthday. We went upstairs to talk to David for awhile. He was in bed and in a great deal of pain. When we were about to leave, the three of us went to say good-bye to David. I shook his hand and wished him a happy birthday. I then walked out of the room and started to cry like I never had done before. We left the house knowing that we would never see David alive again. We were right—five days later David died of cancer.

A group of us went to Chicago for the funeral, where we represented a number of people that knew and loved David. I had the distinct honor of being a pall bearer and I knew that I was facing one of the most difficult tasks of my life. I want to tell you that I was very, very scared and did not know how I was going to react. It was very difficult, and as I put on the gray gloves to carry the casket, my hands became numb and I started to cry as I had done throughout the funeral service. I know many of my readers were crying with me, even the ones that were not present.

I know that eventually the Levine family will read this article. I would like to convey to them how loved David was by so many friends, and that we are going to miss him greatly. His memory will live with us forever.

Mr. DYSON. Mr. Speaker, will the gentleman yield?

Mr. ROSTENKOWSKI. I yield to the gentleman from Maryland.

Mr. DYSON. Mr. Speaker, I applaud and thank the gentleman from Illinois (Mr. ROSTENKOWSKI) for requesting this time today to speak in tribute to the memory of David Levine, one of our pages, who is no longer with us. It is a very difficult time. I think it is very difficult for all of us to stand before our colleagues and to try to say in a few words what one young individual meant to all of us.

□ 1500

I think those people who come to the Congress to work as pages, come

to learn and to find out what this political system is all about. Sometimes some are only observers, and what they observe is probably not so good. Sometimes they leave and, for a lot of us, we hardly remember that they have even been here. That was not the case with David, who has made a tremendous lasting impression on all of us.

A few short days ago, I and a number of my colleagues, stood here on the House floor to wish him well on his birthday. I think at the same time we were wishing him well on his life, which was to be short. We are here today to tell his family and his friends that we do remember him and, in fact, that David has made a tremendous impact on all of us. I believe that David has left a small but indelible mark in the history of this country.

I again thank the gentleman from Illinois for granting me this time.

Mr. MOAKLEY. Mr. Speaker, will the gentleman yield?

Mr. ROSTENKOWSKI. I yield to the gentleman from Massachusetts.

(Mr. MOAKLEY asked and was given permission to revise and extend his remarks.)

Mr. MOAKLEY. Mr. Speaker, I thank the gentleman from Illinois for providing this opportunity for Members to express their regrets at the death of David A. Levine and to extend to his family our sincere sympathy.

All of us had an opportunity to know David during his service as a page in the House of Representatives and all of us held him in very high regard. In spite of his heavy responsibilities as a cloakroom page, David consistently ranked near the top of his class in the Capitol Page School, as he had at his home school, New Trier East, in Chicago.

A Congressman is so often called upon to say a few words on the passing of the many with whom we come in contact. But what words can be used for a passing so sadly out of season? David died on March 5, only 4 days past his 18th birthday.

I know that these words, and those of my colleagues, will bring small comfort to his parents, Mr. and Mrs. Roy Levine, and David's brother, Robby, but I want them to know the respect and affection in which David was held and that we all share some part of their loss.

● Mr. COELHO. Mr. Speaker, on March 5, David Levine who served from September 1980 until June 1981 lost his brave battle against cancer. Those of us who knew David during his service in the cloakroom never ceased to be amazed at his energy and willingness to be of help to us. He had a concern for others and enjoyment of his work that made him a pleasure to be with. I know that, even in the most difficult moments in his struggle against his illness, these qualities stood him in good stead. David was a very special individual, and his determination and courage will serve as a source of strength for his family and friends in their loss. My thoughts and prayers are with the Levine family at this time.●

● Mr. WRIGHT. Mr. Speaker, I am honored to join with my colleagues in paying tribute to a courageous young man, David Levine. My deepest sympathies are extended to his parents Roy and Saralyn Levine and to his younger brother, Robbie Levine.

It was my good fortune to know David when he worked in the Democratic cloakroom last year. He was an exceptional young man—very much interested in doing the best possible job in fulfilling his responsibilities to the House, and he was genuinely dedicated to obtaining the maximum education provided from his experience. It was a pleasure to work with such an intelligent, enthusiastic young person. He is easily remembered as a young man who inspired confidence in our younger generation and in our future.

We all mourn this tragic end to David Levine's life—a life full of promise.●

● Mr. GINN. Mr. Speaker, the untimely death of any young person is a special tragedy, and the tragedy is compounded when the death is in our own Capitol family. In that regard, I would like to join my colleagues in expressing my deep personal condolences to the family and friends of David A. Levine, who served with us as a page.

David was one of the bright, tireless young people who we take too much for granted in the page program. He was an outstanding student, a diligent worker, and a young person whose life was filled with promise. Now, his death this month after a 9-month struggle with cancer fills this Chamber with sadness.

While I know that our words this day cannot ease the sorrow of David's loved ones, I believe it is important that we come together in tribute to this fine young man. We are honored by the fact that David and other young people like him have chosen to work with us. They work for little pay, accept adult responsibilities early in life, and endure a rigorous work schedule in addition to their schooling.

This was the case with David. He excelled in the tough work and study environment of the page school. He served loyally and without complaint, and his early death shocks us into special recognition of his accomplishments.

Mr. Speaker, my thoughts and prayers are with David's family this day. On behalf of me and my staff, I am proud to join with the Congress in saluting David A. Levine for the tribute he paid to us all by his service in our midst. We were enriched by his presence, and we will suffer with his loss.●

● Mr. MAZZOLI. Mr. Speaker, the quality of life hits home to us each time we hear of the passing of someone we know.

Young David Levine was stricken with cancer shortly before he completed his duties as a Democratic page. There are great lessons for us to be learned from his courage and his fortitude. As we honor David, we thank him for his service to the House of Representatives, and for setting a high standard for each one of us in how to handle the burdens and the challenges of life.

I extend to his bereaved family my condolences and sympathies.●

● Mr. SHANNON. Mr. Speaker, I was extremely sorry to hear of David Levine's death last week. During the months which David spent here on the Hill, he became known as a kind, generous, and hard-working young man. He was well liked by his fellow pages, and by the Congressmen with whom he worked. David was also a bright and promising student. His death, at so early an age, is a great loss. I am sure I speak for my colleagues here in Congress in expressing my sincere condolences to his parents, Mr. and Mrs. Roy Levine, and to his younger brother Robby.●

## GENERAL LEAVE

Mr. ROSTENKOWSKI. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks on the subject of my special order today.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Illinois?

There is no objection.

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The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Arizona (Mr. RHODES) is recognized for 60 minutes.

(Mr. RHODES addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

## AGRICULTURE: OUR NATION'S MOST BASIC AND BIGGEST INDUSTRY

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Wyoming (Mr. CHENEY) is recognized for 30 minutes.

● Mr. CHENEY. Mr. Speaker, there is little doubt that agriculture is our Nation's most basic and biggest industry. It is the common goal of Republican members of the House Committee on Agriculture to make sure that America's farming and ranching families are able to continue that unparalleled production, operating above a safety net of a sound, market-oriented farm and food policy.

Throughout the year, the Republican members of the House Committee on Agriculture worked closely with the House Republican policy committee, of which I am chairman, in establishing sound party positions regarding

NINETY-SEVENTH CONGRESS

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# U.S. House of Representatives

COMMITTEE ON STANDARDS OF
OFFICIAL CONDUCT

Washington, D.C. 20515

September 23, 1982

RECEIVED SEP 30 1982

Mr. Roy Levine
DARO Label & Tape Co., Inc.
818 West 37th Place
Chicago, Illinois 60609

Dear Mr. Levine:

Thank you for writing in response to my letter to your son, David, concerning his experiences as a congressional page. Needless to say, we did not know that your son had died of cancer in March of this year. Your letter is a deeply touching one and is a moving tribute to your son and to your relationship with him. I extend my deepest sympathies to you and to your family.

Your letter also is a tribute to the pages with whom your son served in the House of Representatives and plainly is part of the story that is too frequently overlooked.

I appreciate the time you took to write to me. I am impressed by your desire to establish a scholarship fund in memory of your son. Judging from your letter, I feel it would represent a very appropriate memorial.

Sincerely,

Joseph A. Califano, Jr.
Special Counsel

DARO
Label & Tape Co., Inc.
818 West 37th Place Chicago, Ill. 60609 Phone (312) 254-3155

House Committee of Standards of Official Conduct
H2-507, House Office Building, Annex #2
Washington, D.C. 20515

Attention: Joseph A. Califano, Jr.
Special Counsel

It is with deep sorrow that I answer your inquiry, regarding allegations pertaining to sex and drugs involving the Congressional Page System.

My beloved, departed son, David A. Levine, who died of cancer on March 5, 1982, after an eight month illness, served the Page System. David was given his appointment August of 1980, and through his integrity, honesty, intelligence, and moral character worked up to the position of Cloak Room Page, on the Majority side of the House.

He took ill his last week of service, June 1981 and was taken to Georgetown Hospital where his illness was diagnosed as cancer. Prior to his illness and through his nine month stay, I personally had visited him on ten occasions, and spent weekends with him, along with additional trips with our entire family, during the Christmas, and Easter vacations.

I met many of his friends, Pages from every part of the United States, and found them a delight, and a privilege to meet. These young people were caring, loving, concerned, and bright, with an openness that is rarely seen. Having taken many to lunches and dinners, never, but never, was the subject of sex or drugs ever discussed, not even in the privacy with my own beloved son was this subject ever brought up.

My relationship with my beloved son was considered by many as a brother to brother. There was never a hidden feeling or subject we did not discuss. As an example, when he was considered by his superiors to be the Speaker's Page, his second year would have had to be spent in Washington. He was thrilled and excited to be considered for that position, but, he came home that weekend to discuss the pros and cons. We talked about the type of schooling he would be missing at home, in relation to the quality of Congressional Page School. He was open and honest in our discussion. You must realize he was an Honor Student at New Trier High School before he became a Page in his Junior year. His class standing was Number 2 of 1178 in his class. His recommendation to Speaker's Page was not on the basis of sex or drugs, or Clout; he was exceptional. All you have to do is read the Congressional Record, dated March 16, 1982 pages #902-905, and you will read what this child represented, and I feel this is typical of most of the Pages.

He never once mentioned the absurdities which were brought up by a child who could not assimilate with decent young people, or cope with fine adults as those that serve the House. This type of person will put down anything or anyone for the sake of making himself important.

DARO
Label & Tape Co., Inc.
818 West 37th Place Chicago, Ill. 60609 Phone (312) 254-3155

To typify the Pages; during my son's long illness in the summer of 1981, as many as eight Pages at one time were in our home to visit him. During his treatments and surgery, a total of 23 Pages came to visit him, at their own expense during their summer vacation, to show their love for a fellow Page. A total of 2,000 get well cards from both members of the House and Pages were sent to him. And at the time of his funeral in March, during their school year, 8 Pages from different parts of the United States came to pay their respect, along with his supervisors and employees on the Floor. This is an example of these fine children; don't let one sick person destroy a family of Pages. Because these children depend upon each other away from home, as a family unit depends upon each other.

In closing, I would like to add this comment. Shortly after my beloved son's death, my wife and my only surviving child went to Washington, to thank the many Congressmen who eulogized David on the Floor of the House of Representatives. At that time we spoke to a few Congressmen regarding a scholorship fund for graduating Senior Pages, which we would fund, in honor of David A. Levine, a typical, bright, sweet child who enjoyed his experience and was exposed to an institution that could not be acquired any place other then in the Congressional Page System of the Congress of the United States.

Sincerely,

Roy Levine

Enclosure:

Roy Levine
521 Maple
Wilmette, Illinois 60091

September 7, 1982

The Honorable The Speaker
House of Representatives
Washington, D.C.

Dear Mr. Speaker:

It is with regret I write this letter concerning the possible change in the Congressional Page System.

You may recall our visit to Washington last May, when my wife Saralyn, and only surviving child Robbie, came to thank the many members who had eulogized my beloved son, David A. Levine. He served as a Page in the Majority Cloak Room from September 1980 through June of 1981, who died of cancer 4 days after his 18th Birthday.

When you invited us into your Private office you embraced my wife Saralyn, and my son Robbie in your consoling words, only a loving parent could have said, "What is there I can say? Other then may God Bless you, and the Beloved Memory of David's Soul."

These spoken words of comfort, was an attest to my Beloved Son David, and when you asked Robbie, if he too would like to be a Page, it were as though you asked him to follow in the Memory of his brother.

Mr. Speaker, when we visited Washington in May, I spoke to many members of Congress, the school Principal, and Page Supervisors, about a Scholorship fund in the Memory of My Beloved Son David. I proposed to fund this personally, and when I spoke of this Living Memorial, to a bright, sweet child, unsolicited offers were made by some members to help fund this project.

If the Page system is changed, to allow only Juniors and not Seniors, and a period of only 4 months, as proposed; I feel that all people concerned would be cheated. The elimination of Seniors, seems to defeat the purpose, of having mature Pages, service the House, its Members, and Supervisors.

A four month appointment would not only disrupt the child from his calendar school year, but would not afford the Members, the Pages, or their immediate Supervisors the opportunity to learn about each other, or the System, let alone an efficient operation, in servicing the institution.

As a parent who's child served this institution, and who's name I would like to perpetuate in a living Memorial

to fine young people. I strongly recommend that appointments be given for a full school year, in order to have this unique experience of serving this wonderful system of government, and to have the time to grasp the significance of this opportunity.

Mr. Speaker, enclosed you will find an outline of the scholarship I hope to fund. If this System is changed, I repeat, many will be cheated. But the Memory of My Beloved Son would be cheated as well. His goal in life was to practice medicine. He had early admissions to Harvard University, John Hopkins, and the University of Chicago. I would like to help other qualified Pages reach these goals that were denied My Beloved Son David.

Most Sincerly Yours,

Roy Levine

enclosure:

## PROSPECTUS

## DAVID A. LEVINE SCHOLARSHIP PROGRAM

The purpose of this prospectus is to explain or to give background for the David A. Levine Scholarship Fund. For those who did not know David this paper will describe briefly his service in the Congress as a page, the Capitol Page School, his fellow pages and the desire of his family to establish a meaningful and lasting tribute in his honor. This prospectus as well will outline several steps and considerations which must be addressed in the establishment of the scholarship program now under consideration. The prospectus finally will outline a plan of action including specific information as to how a scholarship program would work on a continuing basis.

### BACKGROUND

David A. Levine, a resident of the City of Chicago, died of cancer on March 5, 1982 at the age of 18. He served in Congress as a page in the Democratic cloakroom from September 1980 through June 1981. On David's passing, he was eulogized by House majority leader Dan Rostenkowski and other Congressmen, colleagues and friends (see Congressional Record March 16, 1982, page H 902-905). He was recognized by all as a person of uncommon character possessing great dedication to his work, intelligence, warmth and apparently the quality of person that most feel privileged to have known.

David died obviously many years before he should have, and it is the desire of his family, his father Roy, his mother Saralyn and younger brother Robbie, that a tribute be established in David's name so that what he stood for will be of encouragement to others.

The Capitol Page School which David attended for one year normally includes about 100 students and is attended by most pages for two years until graduation. Upon graduation, most pages desire to go on to college or other forms of advanced training. The tribute that the Levine family has decided on provides for financial assistance to graduating pages selected, to pursue their first year of higher education.

ESTABLISHING A SCHOLARSHIP FUND

The following is a checklist of steps, issues and tasks that need to be addressed before the scholarship program becomes operative.

- retain an attorney to qualify for tax-exempt status, making it possible to engage in philanthropic and fund-raising activities.
- establish a board or committee which would meet regulatory requirements to operate as a foundation or other entity empowered to allocate scholarship funds and make other related decisions.
- assuming that this will involve an annuity, create a fund which would generate sufficient income to finance an annual scholarship program.
- secure the approval of Congress, which would recognize the Levine Scholarship program as an official entity which they support and sanction.
- solicitation of members of Congress, preferably through contacts or letters from the House or Senate leadership, for contributions which would become part of the endowment fund.

- make appointments to the governing committee or board of directors using whatever configuration is decided on, e.g., two Congressmen and one Senator, Congressional staff and members of the family.

ESSENTIALS OF THE DAVID A. LEVINE SCHOLARSHIP PROGRAM

a) Applications

Applications can be made by letter, by any graduating page to the principal of the Capitol Page School. The letter of application should include reasons why the page feels qualified to receive a one-year scholarship award to the school of his choice. References should be provided.

b) Qualifications

A person to qualify for a scholarship should exemplify good character as was demonstrated by David A. Levine himself. Interest in pursuing careers in public service or in providing other communal services or employment of consequence all will be considered. Other factors such as financial need may be considered by the selection committee.

c) Term of Scholarship

The scholarship will normally be for a one year term. Based on the availability of funds, the scholarship will cover full tuition for at least one individual.

d) The selection committee will be composed of the board of directors and will include at least one member of the page school staff and a member of the Levine family.

e) Time Table

Applications will be accepted over January and February of each year and selection(s) will be announced in March. Final approval would not be assured until the candidate has been accepted by a learning institution.

f) Learning Institutions

Normally any college or university of the page's choice will be acceptable. Also, other forms of training involving the arts, business or education not necessarily leading to a degree may be considered.

Mr. MINISH. Mr. Levine, thank you very much. I and other members are deeply touched by your offer, considering what you went through, and, first of all, let me also thank you for coming here on such short notice. I am deeply appreciative of that.

I do not have any questions myself, but there may be just one question I will ask later on.

Mr. Guthrie, do you have any questions?

Mr. GUTHRIE. Thank you, Mr. Chairman.

I think you have touched, Mr. Levine, on the semester program. I believe you would rather go with the full timeframe for both the 2-year program and for the junior year and senior year, rather than limiting the pages to one semester.

Mr. LEVINE. I understand.

Before that, I am more concerned with the senior year in order that they can graduate from the Capitol Page School here.

Mr. GUTHRIE. Thank you, Mr. Chairman.

Mr. MINISH. Thank you.

Mr. Molloy.

Mr. MOLLOY. Thank you, Mr. Chairman.

Mr. Levine, I now how difficult this can be to rehash this. I knew your son well, and I agree that he was a very exceptional child. I don't think what you are attempting to do—and, hopefully, we will be able to help you in that area—is anything selfish at all, and that is, namely, to perpetuate his name. I feel that is something you should be commended for.

Our problem here—and it is not a personal opinion, I think, of anybody here—is that what we have attempted to do is to get the opinion of experts in the education field. There has been some prior testimony which is of record here, not of this particular Page Board, but of the Page Commission, and there seemed to be a consensus in that area that the junior, because of the unique circumstances we have here, would best fit our need. And again, this decision is something to be made at a later point.

When and if it is made, and if, for some reason, it is not what you desire, that is, the senior thing, is there possibly another way that we could be of some assistance to you to perpetuate his name?

Mr. LEVINE. Well, that offshot question, Mr. Molloy, is something I can't answer at this point, but when you are asking for expert

testimony as to whether we should have juniors or seniors or both, I included in my statement that to the best of my knowledge from experts, it is the importance of the junior year to qualify into the university or college, because of the SAT. And using the word "benchmark," I did look into it—I don't know what the publication is—and for every junior who is preparing to go into college, they look at the requirements of his or her desire of university, where they have the amount of children in the university, how many are applying, and how many are accepted, and in there they say this is what they expect in an SAT.

Mr. MOLLOY. I understand.

Mr. LEVINE. Whether it is 1150 as a minimum in most schools, that is a requirement, and there is a very concentrated effort on the part of the junior to attain that.

I have another son who is in his junior year, in his second semester, and it is a concerted effort that he does well in his SAT, as the other children in school, because they know this is how they are going to be looked upon.

Mr. MOLLOY. Could I interrupt you at this point?

Mr. LEVINE. Yes.

Mr. MOLLOY. I am well familiar with this, being a former teacher myself and in the process right now of trying to assist some students to get into college.

What if I could tell you one of the contemplated plans here, just as a hypothetical, is that in the junior year, what we are attempting now to look at is maybe changing the whole academic program? What if the phase was to take an intensive part of the junior year with these pages, who will be under our supervision—and by the way, it is 24 hours, not the 7 or 6½ hours in a school—and put an effort in there to work only on the SAT's, if this is a major area?

I say this as a couple of proposals, and we have not come down to anything yet as to what we are going to do with this school. Everybody is aware and I think you are aware that the previous commission and this board are studying that. What if we were able to do that and it turns out that we might be able to do a better job? This is no reflection on your experts or your schools. What if we could take students and prepare them just for the SAT, take a whole phase, a whole function of the schedule to change this? We might have a particular day, a Thursday or a Friday, if it was a light day, and we could intensify a whole effort in just developing an SAT program.

Would that change your opinion at all on this one phase?

Mr. LEVINE. The SAT in itself is nothing but a test.

Mr. MOLLOY. There is no question about that.

Mr. LEVINE. The preparation for the SAT is very important.

Mr. MOLLOY. It is very intense.

Mr. LEVINE. That is the classroom responsibility. From both my sons, I have seen how they not only study the SAT, but in the classroom itself it is not only directed toward that as far as the high school is concerned, because that is secondary, but they must be taught primarily to test well in an SAT.

Mr. MOLLOY. There is no question about that.

Mr. LEVINE. That in itself is not the last point. That child must have an education.

Now, when you say you are having a child in a concerted effort once a week toward an SAT——

Mr. MOLLOY. No; I am not saying, once a week. I am not talking about that. I don't want to get into the merits of it back and forth.

Mr. LEVINE. No.

Mr. MOLLOY. We will have something, hopefully, and this is no reflection on the program we presently have because of the restrictions we built into it. We intend to change it. We intend to change it, I think, drastically, although I don't know at this particular time. I can't speak for this particular page board.

But if we are just using this one point, the SAT, because obviously one of your major arguments is to have seniors, as opposed to juniors, maybe we could assure you—obviously, it would be difficult to put some thought in your mind—that we could do a better program and a better job.

You know, in the discussion we are having back and forth, we are not going to leave these kids as academic people out in no-man's land. There is going to be a program, and this could be a part of it or a phase of it, a very important phase of it. And also we are going to have them here for a 24-hour period, where we peak and valley, if this is something we are going to attack.

I don't know whether this is the case, but just for the sake of argument, let's say we are going to attack a physical program, a physical athletic program, let's say we are going to attack an SAT program, or let's say—you know, the academic people, not I, but the experts, come in here and say the trouble with all high school students is that they are weak in English, so we are going to emphasize an English program. And let's say someone comes in here—again, not I; this is no reflection on your experts or on ours, because you, being in business—and I know your background—and we, being in the business we are here, know that experts are all over the place in any field, and they can also come down on both sides of the coin, too.

Mr. LEVINE. Absolutely.

Mr. MOLLOY. But say somebody came here, the experts that I was comfortable with and the rest of the board and you as a concerned person, were comfortable with, and they said to us, "We have to attack the basic fundamental program of math," so we put our emphasis on math. Or say we have to go back to languages, Latin, French, something like that, and somebody later says, "We need something on the SAT," we could develop a whole program that, with some modesty, I feel we could do better than what you could do in an academic program in a high school, having spent 4 years teaching in that.

We could come back here with a program and say, "This is our SAT program," if that is your major issue.

Mr. LEVINE. That is not my major issue.

Mr. MOLLOY. Well, if it is one of the issues.

Mr. LEVINE. It is one of the issues.

Mr. MOLLOY. Would you grant me that, then, if we could eliminate that problem?

Mr. LEVINE. Mr. Molloy, that is not the problem in its entirety. In my testimony I say the third year is the most intense year that a high school child goes through.

I don't know if it happens in the D.C. public schools, but I am familiar with my area where a junior theme, an English theme, must be done, and this is almost the grade point for the entire English class. All the SAT is a boning-up of what he has received before.

Mr. MOLLOY. I understand that.

Mr. LEVINE. Now, when you say that you put a concerted effort in it 24 hours a day—now, I am aware of the page program through my beloved son.

Mr. MOLLOY. Obviously.

Mr. LEVINE. And his primary function as a page is to service the Congress of the United States, and that he must do. So, that a child in essence does have to go to work by 10 o'clock.

How much earlier can you start school than at 10 o'clock?

Mr. MOLLOY. Possibly not at 10 o'clock, maybe at 6 o'clock, 7 o'clock.

The time doesn't permit us to go into all this, but, believe me—pardon me, Mr. Chairman; I will say this and I will quit right here—what this committee intends to do is possibly change that whole program.

Mr. LEVINE. That is possible, but you would have to make it easier for that child in his work program to afford him more time toward his educational program, if this is what you are trying to seek.

Mr. MOLLOY. There is no question that we are.

Mr. LEVINE. Notwithstanding that, I know for a fact that many of the graduates that were in my son's class went on to Harvard, Yale, Princeton, and Brown. Evidently they accomplished something here.

Mr. MOLLOY. There is no question of it.

Mr. LEVINE. And they went into the academies. But what I am trying to say is that if it is an either/or situation, I am not diminishing the juniors staying here, but preferably I would like to see both a junior and a senior program for a transition of those juniors who may stay on to help in this. If you rotate these people that often, as you say, at the end of a graduating class and say, "You all go," now you have to bring in a whole new group.

Mr. MOLLOY. Mr. Levine, I have 300-and-some employees, and about 20-some that support the floor stay here, and that is their function. They are in a teaching capacity, in a working capacity. I happen to be the one in charge of that responsibility. That is not, I assure you—and I appreciate the interest you have—that is not a problem, believe me. No matter what the students might make of it, I don't make small of it, I say.

But that is minor. The major thing is the floor operations function, and it doesn't take that long. That is not a serious problem, and that consideration is not disturbing to me as someone who is in charge of the responsibility of administering it. I have heard this argument, and I have lived with it, but that's not a very serious problem.

But again I would like to describe it with one last question, to be redundant and repeat, and say that I fully agree—and I think there might be some consensus on this particular board—that we do work toward some way to try to perpetuate his memory.

Is there some other way? And I think it would be more lasting. Let's say someone takes a scholarship from here and leaves here—and this is not to be facetious—and they have forgotten the thing. I think there might be some other areas we could get into, and I think we would be more happy to explore those.

Mr. LEVINE. From my experience with scholarships, Mr. Molloy, I funded a scholarship at the University of Chicago for guest speakers from all over the world, and that was functional for almost a year, and I can't begin to tell you how many of the guest speakers made it a point to call me or write me and thank me for allowing them the opportunity to come and be paid for it from all parts of the world. I am not saying the children wouldn't be appreciative.

Mr. MOLLOY. I understand. No; I didn't mean that.

Mr. LEVINE. The point being, how do I fund a scholarship to a junior, not knowing whether he is going to go on to the university or he is going to go back to his school?

Mr. MOLLOY. Thank you. I have one last point.

Would it be possible to sponsor a speakers' type thing here?

Mr. LEVINE. A speakers'?

Mr. MOLLOY. At the page school, to do what you did at the University of Chicago.

Mr. LEVINE. I gave it no thought.

Mr. MOLLOY. Thank you, Mr. Levine.

Mr. Chairman, I am sorry about the time.

Mr. MINISH. You don't have much time because he used up most of the time.

Mr. Russ?

Mr. RUSS. Mr. Chairman, he has answered most of my questions.

Did David take his SAT test here?

Mr. LEVINE. Yes; he did. In fact, he scored 1590, and those members in the room were quite impressed.

Mr. RUSS. If he scored 1590, can you tell me what he felt about the page school?

Mr. LEVINE. Yes; I can. I see Ms. Williams in the class, and I think she can attest to the student he was. But unknown to any of the educators here, he was also taking advanced courses from his school at New Trier East, doing those on the side and preparing all the time.

Mr. RUSS. Mr. Levine, have you had a chance to see our new facility for pages?

Mr. LEVINE. Yes; I did make it a point, and I was there for 3 hours yesterday. I went through there—I believe the name is Lenny Shible—and I think, once this is completed, gentlemen, this is the whole answer to the page problem. I think the educational program is secondary. I think as long as they have housing and they stay within certain parameters, these children will be educated on a junior and a senior level, and the school is capable of doing that.

I have talked to the teachers. I have been here to P.T.A. meetings, and I am impressed with what these teachers are capable of

doing within the time frame they have. I think that is a very important factor, that housing. I think that is the answer, gentlemen, to the whole thing.

Mr. RUSS. Let me go to another thing.

How recently did you discuss this with the Speaker, did you say?

Mr. LEVINE. I spoke to him in May when I came here to thank the Members of Congress for their eulogies. I suggest that he thought it was fine.

I recommended it in my letter of September 7, and I bumped into him in the corridors yesterday and he asked me what I was doing here, and I told him. And he said, "I think very highly of the whole idea."

"And you can quote me," he said.

Mr. RUSS. One of the questions I would like to ask is that I understand David's sponsor was Mr. Rostenkowski, and have you had a chance to talk to him?

Mr. LEVINE. Yes; I did. I made it a point to meet Mr. Rostenkowski, and he said he could be quoted here in this room as saying, "If you change too much, you can open a can of worms that you will regret." He said, "With this housing, I think that's the answer."

And I said, "Mr. Rostenkowski, can I quote you?" And he said, "Absolutely."

Mr. RUSS. I have no further questions, Mr. Chairman.

Mr. MINISH. Thank you, Mr. Levine.

Did I hear you correctly to say that your son scored 1590?

Mr. LEVINE. Yes; his first test he took was 1470. He wasn't happy with it. He thought he could better.

Mr. MINISH. That is fantastic.

Mr. RUSS. But he was pleased with the page school?

Mr. LEVINE. Yes; he was. He was capable of carrying on more than what the page school had to offer.

By the way, I would just like to interject this: Before my son came to Washington as a page—he came here as a junior—at that point, as a sophomore, he had 350 credit hours before he even came here. I think that's all that is required to graduate from high school. There are a lot of other children that come here with that many credit hours.

Mr. MINISH. Well, we think that confining it to 1 year is the thing to do, and the committee hasn't made up its mind yet whether it is junior or senior. But it is my understanding that now they teach from 9 to 12, and when you confine it to 1 year, it vastly improves the system for everyone involved.

Mr. LEVINE. Mr. Chairman, I believe, I honestly believe that you can have both the junior and senior. I think it is a very important factor, and I will tell you why. One can only speak from experience.

When my son became ill and he went back to Chicago, we had as many as 11 to 15 pages stay in our home at one time to visit him. That is what I meant by the family of pages. These children are unique.

Right now I feel like Aaron, the brother of Moses, who lost his two children and who was never able to speak again. But these are

unusual children. Unsolicited, they paid their own expenses to come and be with him.

I feel that these children deserve this intermingling, because the junior learns from the senior and the senior learns from his immediate boss or from even the junior. He learns to be a little more tolerant, and I feel that the page system should not be changed. I think that the whole premise was a place for them to stay, a dormitory.

In fact, Mr. Molloy, I think you will recall in 1980 I came to you and talked about that.

Mr. MOLLOY. Yes; you did. Yes, sir.

Mr. LEVINE. In 1980, I was aware of the problem, and I came here to build a building for the pages, a residency, and put the school within it, with a cafeteria, at my own expense, nonprofit. You were aware of that.

Mr. MOLLOY. That is correct, Mr. Levine.

Mr. LEVINE. If you would have given me that land that was available, that I think Mr. McCormick acquired for Congress.

I saw the problem 3 years ago, and I told Mr. Molloy:

> Let one page be murdered in this city because he is living in a rooming house or he is walking someplace else where he shouldn't be for dinner, and it is going to come down like thunder on you.

That's why the dormitory that you have now is most important. I think the schooling is a very secondary thing. I do agree in previous testimony that you cannot have freshmen, sophomores, juniors, and seniors dealing with little children. I know that my son took a page who came here in midterm who was a sophomore; she didn't know what to do, so he befriended her. He taught her. I received a letter from that child when David died thanking us for having a son who helped her through her problem here.

And as I close, I think this dormitory is your entire answer, and not your school system.

Mr. MINISH. Thank you, Mr. Levine.

Mr. LEVINE. Thank you very much, Mr. Chairman.

Mr. MINISH. Our next witness is Joanne Goldsmith, president of the National Association of State Boards of Education.

## STATEMENT OF JOANNE T. GOLDSMITH, PRESIDENT, NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

Mr. MINISH. You may read our statement or we will make it part of the record and you can proceed, whichever way you want.

Ms. GOLDSMITH. Fine, Mr. Chairman. If you have read my statement, I don't think there is anything new in it. We point out that we do think that the junior year is more appropriate. We talk in this statement about the Americanization program which we think would be taken advantage of, and the expertise is here in the national capital. We would rest on our statement and be happy to answer questions.

Mr. MINISH. Fine. Very good. I am not going to start with Mr. Molloy.

Ms. GOLDSMITH. I gather you actually wanted that. I think our position is very clear. It is very hard to follow Mr. Levine, but we would certainly be happy to answer questions, if you have any.

[The prepared statement of Joanne T. Goldsmith follows:]

PREPARED STATEMENT OF JOANNE T. GOLDSMITH

National Association of State Boards of Education

MY NAME IS JOANNE GOLDSMITH. I AM THE PRESIDENT OF THE NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION, WHICH REPRESENTS EDUCATION POLICYMAKING BODIES IN NEARLY ALL STATES, THE DISTRICT OF COLUMBIA AND U.S. TRUST TERRITORIES. I AM HONORED, MR. CHAIRMAN, TO HAVE THE OPPORTUNITY TO TESTIFY BEFORE THIS COMMISSION TODAY.

AMONG THEIR BROAD RESPONSIBILITIES, STATE BOARDS ACCREDIT SCHOOLS, CERTIFY TEACHERS AND DEVELOP HIGH SCHOOL GRADUATION REQUIREMENTS. IN THE CASE OF WASHINGTON, D.C., MOREOVER, THE STATE BOARD OF EDUCATION IS ALSO THE LOCAL SCHOOL BOARD, WHICH IS DEEPLY CONCERNED ABOUT THE FATE OF ALL STUDENTS WITHIN ITS BOUNDARIES. WE, THEREFORE, HAVE A PARTICULAR INTEREST IN CONGRESSIONAL PAGES AND THEIR EDUCATION BOTH WHILE THEY ARE IN WASHINGTON AND WHEN THEY RETURN HOME.

BECAUSE OF THIS, I WOULD LIKE TO ELABORATE A BIT ON THREE OF THE RECOMMENDATIONS WHICH WERE MADE BEFORE YOUR PANEL ON JULY 22, 1982.

FIRST, THE IMPORTANCE OF ENROLLING MATURE STUDENTS IN THE PAGE SCHOOL, PREFERABLY THOSE WHO ARE IN THEIR JUNIOR YEAR IN HIGH SCHOOL. THE NATION'S CAPITAL, AS WE ALL KNOW, IS A CITY FILLED WITH ATTRACTIONS, WITH HIGH-POWERED POLITICS, WITH AN ARRAY OF BATTLES THAT OFTEN BEWILDER ADULTS, WITH MEDIA ATTENTION, WITH HIGH STAKES AND WITH MANY TEMPTATIONS. TO PLACE A 14 YEAR-OLD IN SUCH A SETTING, I BELIEVE, IS TO INVITE PROBLEMS, TO MAKE THEM FEEL LOST, INSECURE AND VULNERABLE.

On the other hand, it would be unfair and unwise, we believe, to have 17-year-olds or 18-years-olds away from their homes and neighborhood schools when they are in their senior year, eager to visit colleges where they may apply, taking Advanced Placement or Achievement exams for college or otherwise completing their secondary educations.

That is why it was recommended that you choose pages from those students in their junior year -- so that the program can involve mature students who are not actively involved in plans for postsecondary education, -- and that you make careful judgements about how prepared and able these students are to be on their own, away from home possibly for the first time, spending their time chiefly among sophisticated adults.

Secondly, it was recommended in 1982 that the page experience last for six months to one year. Similar reasoning is involved here. The applicants should be here during their junior years. They should not, in our view, spend their senior years away from their regular schools. And keeping them away from their homes and families for more than a year, we think, would unduly increase the risk of problems occurring in both their personal and educational experiences. All this argues for limiting the page period to a maximum of a year.

Finally, it was stated in 1982 that the education offered to pages should take advantage of the unique opportunities available in the capital and should take into consideration that this education cannot emulate that available in the typical school. It is not possible to duplicate in three hours what happens in the typical home school in six hours.

We believe that what might be offered to these students is a high school version of what, on the college and university level, is known as American studies. This is a curriculum that looks broadly at American civilization, encompassing the histories of political developments, economics, cultures, the arts, ethnic groups, the law, the English language and much else.

Virtually every aspect of American civilization is the province of one or another committee or subcommittee of Congress. One could scarcely ask for a better American Studies laboratory. Indeed, Congress is where the American Studies of tomorrow is being created, before the eyes of the pages. To provide pages with an American Studies curriculum, and to relate it to their experiences in the Congress, would provide pages with an unparalleled opportunity and certainly help prepare them for curricula they will face in college.

Some other recommendations were made during NASBE's last appearance before your commission, and I do not think they need elaborating today. I wish to thank you again for this oppportunity to present the views of State Boards of Education and to commend you for your concern for these students. They come from among the best and the brightest America has to offer, and we should offer no less than the best for them.

Thank you.

Mr. MINISH. Thank you. Mr. Russ?

Mr. RUSS. Thank you, Mr. Chairman.

Do most schools have units or credits necessary for graduation?

Ms. GOLDSMITH. Most of the high schools in the Nation work on a system of credits, and they range from a requirement of 16 credits for graduation to 21. Some school systems in some of the States are looking at an increase to 22. Sixteen are usually in the major courses, you know, English, science, mathematics. Most of them are completed by halfway through the junior year. They are hanging on and trying to complete their senior year with English classes in many States.

Mr. RUSS. Would you admit that the page school is a unique school?

Ms. GOLDSMITH. Absolutely.

Mr. RUSS. And do you still think that it could function by bringing in temporary teachers? Do you think they should be there a year and go out?

Ms. GOLDSMITH. I am not talking about temporary teachers. We are talking about students coming in for a junior year and staying in their junior year here. I don't think you would have to necessarily use temporary teachers. I don't know that we would be supportive of temporary teachers.

I think you would want qualified teachers. I think you do have in place a school that is now in existence that has a faculty. I think they could adjust to the kind of change you are making. We are suggesting an Americanization program. Frankly, math and science are very particular sciences that require a great deal of concentrated effort and equipment, particularly in the science classes, and we are not sure that that needs to be duplicated in the page school.

Mr. RUSS. Do you think that high school students should be exposed to education in its broadest spectrum?

Ms. GOLDSMITH. Absolutely.

Mr. RUSS. I have no other questions.

Mr. MINISH. Mr. Guthrie?

Mr. GUTHRIE. Thank you, Mr. Chairman.

On balance, on the American studies program, do you think that could be blended in with, say, half American studies and half regular classroom studies?

Ms. GOLDSMITH. I don't know what your definition of regular classroom studies is, and I think that is the problem. Americanization programs cover a lot of subjects, and I suppose we would be talking about what in my day may have been called problems in democracy classes.

We are talking about taking advantage of the Congress and being here with a view on the world scene, which you simply do not get in other parts of the Nation. We are familiar with the programs that I think American University is talking about, a program that they bring students in. I have been familiar with a close-up program where they bring students in. A few weeks ago I had a youngster here visiting from Washington State who was out at Merrimack College—Washington Seminars, I believe, was that program.

So, people are always coming in, bringing students in. We know that there is in fact a tremendous interest in this country and in the Nation in the Nation's capital, and we think a program based on what we have here, in the Library of Congress, and so on, would be very, very useful for Americans, for American students.

Ms. GOLDSMITH. So, we don't have any—we just don't think it is particularly appropriate to think, Why would you want to teach math and science?

Mr. GUTHRIE. You don't have any problem with the fact that this is a high school program and not a college program?

Ms. GOLDSMITH. Oh, no, sir. I don't think so, at all. I think that our young people today are crying out for an enriched high school program. Things are different now, with youngsters, 3 and 4 year olds, in kindergarten, and they are well prepared and well ready for junior and senior work and are doing it across the country.

Mr. GUTHRIE. And students would have no problem with credit for college?

Ms. GOLDSMITH. No; I don't believe they would. We are again reevaluating Carnegie units, and they are based on hours, Carnegie units alone are based on the hours you sit in the classroom, 55 units equal 3 credits. Programs have to meet certain standards. There is no question that the professional educators in grade schools and here in the committee can define what a Carnegie unit is and what is involved in that proposal.

Mr. GUTHRIE. Thank you. No further questions, Mr. Chairman.

Mr. MINISH. Mr. Molloy.

Mr. MOLLOY. Thank you, Mr. Chairman.

Basically, then, that would eliminate from the program here the Latin and the French and the physics and the chemistry and that type of stuff?

Ms. GOLDSMITH. Our proposal would. We think that most young people now, 9th and 10th grade, get Latin, they are taking foreign languages. We feel that they could go back to it in their senior year. If you are going to take a foreign language, you need more than a 3-hour a day program.

Now, I understand you are talking, in some cases, about changing your whole program.

Mr. MOLLOY. Changing the whole program.

Ms. GOLDSMITH. And we have been working on the premise of a 3-hour school day, and recognizing that it is a 3-hour school day, you need to readjust that program. You can't teach in a 6-hour academic day the same things you teach in a 3-hour day.

Mr. MOLLOY. Hypothetically, if we change our program, if we have nights, Saturdays, et cetera, we can go with a longer program, would your answer still be the same, stay with the American study program and eliminate the other, the sciences?

Ms. GOLDSMITH. I believe it would—I really think the value of being here, to take advantage of what is here, and our pages need that experience, and I think we need that experience.

Mr. MOLLOY. Don't they just get that by being here?

Ms. GOLDSMITH. I don't think so. I think I can go and sit in Congress and watch it an awful lot, but if I don't understand what is going on, I have only gotten an exposure—being rained on doesn't mean I understand where rain comes from.

Mr. MOLLOY. It bothers me somewhat if—the old basics, someone is going to lose this the junior year. Let's assume, again hypothetically, we had them here for 1 full year, and in that full year there would be no chemistry, no physics, no Latin, no French, or whatever.

Mr. MINISH. Italian.

Mr. MOLLOY. Italian.

Ms. GOLDSMITH. I would support that, sir. We certainly need Italian.

Mr. MINISH. Thank you.

Ms. GOLDSMITH. I don't believe that you teach them in the same quality that you would at home. I believe that the youngsters you choose to come to be pages are a little different kind of student. It is suggested that they are coming here for a different reason, and they have chosen to do something different. I don't think coming here to be a page is a normal selection for a student. They come here because they are interested in government. They don't necessarily come here because they want to be scientists or mathematicians. That is not to exclude them but I think you probably will not find as many. They choose different things. And they would know what they are coming for, they would know what kind of a program that you have laid out for them and what would be expected. It is difficult to know what you are talking, that we planned——

Mr. MOLLOY. We don't know. We are looking at the possibility of changing the whole thing. But it bothers me that you wouldn't have the old nun or Franciscan priest standing over you with the ruler saying, "You have got to learn Latin." I just think it is so basic. I wouldn't want to wipe out any of that. They are going to get all of the government—they are going to have too much of it. As a matter of fact, one of the problems with some of these children at that age, they are too involved with world problems. We have had that happen here, by the way.

Ms. GOLDSMITH. Well, maybe one of the things you suggested—and this is my opinion, not my organization, if you will—you suggested that maybe you would have a 24-hour indepth something. Maybe what you are talking about is what many of our school systems offer with the mini course, where you spend 6 weeks doing "X" and maybe you would spend 6 weeks doing a math, or 6 weeks doing a Latin. But that wouldn't compare to a full year's program. So, that you would look at what your student body was for that particular year and build that kind of a selection program.

I just don't know whether it is feasible to try or even defensible to try to duplicate a secondary school for the pages. I am not sure that it is.

Mr. MOLLOY. I understand. One last question. Are you familiar, you being the expert, us not being, on this, any other school similar to this in any way or fashion whatsoever, programs, are you familiar with any other school or any States that might run anything like this or any private schools?

Ms. GOLDSMITH. Not that run them at this length. Many of the general assemblies and legislatures across the country do have page programs, they bring their pages in for 1 week at a time, 2 weeks at a time, some of them spend—depending on the length of their general assembly, how long they keep the youngsters there.

But many of our systems do provide and States do provide page programs.

I don't know whether you want to compare yourselves to the institutional kind of school programs. Certainly, penal institutions are running secondary school programs, certainly some of our homes for handicapped are running institutional educational programs separate and above. You know, I am not sure—there are lots of different kinds of school programs.

Mr. MOLLOY. This body has been compared with many things.

Ms. GOLDSMITH. There are a lot of specialized educational programs going on in lots of places.

Mr. MOLLOY. People in show business, the high school kids that obviously have to have State requirements to meet, are you familiar with the programs they have at all? My real quick question is, would they be the American study type programs, or would they be——

Ms. GOLDSMITH. No; They are one on one tutoring.

Mr. MOLLOY. Private tutoring?

Ms. GOLDSMITH. They are one on one private tutoring.

Mr. MOLLOY. Thank you.

Mr. MINISH. Miss Goldsmith, I want to thank you for the committee, and I also want to say that we are going to be sure that the school system has your name and phone number, or maybe they can call you, and you might be able to be helpful to us.

Ms. GOLDSMITH. I would be very happy. I am very familiar with Mrs. McKenzie. I know the D.C. school system. I would be happy to be of assistance personally and professionally with their organization.

Mr. MINISH. Thank you very much.

Our next witness is Dr. Milton Greenberg, provost/vice president for academic affairs, American University.

Dr. Greenberg, we can put your statement in the record, and you can proceed. You have a tough act to follow, you know.

Mr. GREENBERG. Yes.

**STATEMENT OF MILTON GREENBERG, PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS, THE AMERICAN UNIVERSITY, ACCOMPANIED BY ANITA GOTTLIEB, DIRECTOR OF UNIVERSITY RELATIONS AND WILLIAM SCHAEFER, FACULTY MEMBER**

Mr. GREENBERG. Mr. Chairman, because I have a specific proposition, I would like to read my statement into the record, and in that way I will be able to highlight what I believe the American University can bring to assist you in meeting this interesting problem.

My name is Milton Greenberg and I am the provost/vice president for academic affairs at the American University here in Washington, D.C. I have accompanying me Anita Gottlieb, who is the director of university relations, and William Schaefer, a faculty member in our Washington semester program, who would be directly related to the proposition we have. I appreciate this opportunity to appear before this board, and I do commend you. I have read the record and I have had reports regarding the testimony, and I commend you for the variety of the witnesses you have had

and for the wide berth you are giving in your attention to this problem.

The American University was chartered by an act of Congress in 1893 and was founded to be the national university in the Nation's Capital City. The university today has 12,000 students from each of the 50 States and more than 125 countries. We have 400 full-time faculty members, 90 percent of whom hold doctorates or other equivalent highest appropriate degrees, and we draw heavily on this colossal community for many part-time faculty members. We are accredited by the Middle States Association of Colleges and Secondary Schools.

American University has had a long tradition and has long recognized the benefits of experiential learning, and our location in Washington, D.C., has always provided a wealth of experiential opportunities for our students. Because of the richness of local resources, the university has emphasized in all of its programs the application of alternative learning stategies, internships, practicums, and case studies. The university's strengths in this area are nationally recognized, including in a recent report by the Department of Health and Human Services, indicating that our program and cooperative education for liberal arts students serves as a national model.

I would now like to comment on the three issues which I know are of primary interest to you—the junior-senior year issue, the traditional versus an American studies curriculum, and the issue of the D.C. public school system.

I strongly agree with the recommendation of the Special Commission on Pages that page service be limited to high school students in either their junior or senior year.

I would like to point out a few of the advantages and disadvantages of each.

By the junior year, many students have already earned the number of academic units, or what are called Carnegie units with the exception of American history and literature, required for graduation. Therefore, there would not be a great deal of disruption in sequential instruction as long as American history and literature are taught during this year. If page service were limited to their junior year, students would have an opportunity during their senior year, then, to make up any courses which they would like to have but did not have an opportunity to take. In addition, participation during the junior year provides an excellent opportunity for pages to build on past experiences and knowledge, and I think it is very important that they have an opportunity to share what they have learned during the year in Washington with their friends and classmates at home.

A senior year page program would also have many of the same advantages. Students have earned most of their required units for graduation, and there is little disruption in sequential instruction.

In addition, in the program which I am going to recommend, senior students, particularly of the caliber who come to be pages, have an opportunity to receive college credit for advanced placement during their senior year. There are, however, several disadvantages associated with the senior year, many of them mentioned here, the inability to participate in senior year activities, the need

for making a decision regarding college and career. In addition, some localities, such as the State of New York, require students to take regent's examinations in their senior year. Finally, there is no opportunity, then, for these students to return home and bring their experiences back to the community.

I would probably lean in favor of the junior program, but I see no strong argument to preclude effective programs in either year.

The page school as it exists today offers a traditional high school curriculum. Yet, the pages are not in a traditional setting. Being a page is a unique opportunity for an outstanding group of young people. They should have—and I think this is what we have come to say—they should have an educational program which allows them to maximize this opportunity. The traditional educational structure does not integrate the pages' work experience with their learning experience. An alternative is to redesign the curriculum emphasizing American studies, to take advantage of the wide range of resources available in the Nation's Capital. Students who participate in the program have an opportunity that is different from any other high school student, and these experiences should be part of their academic work.

For example, the essential elements of this academic program would include structured classroom lectures and discussion, supplemented by seminars with Members of Congress, agency officials, congressional staff, and other experts, which will enable students to see what happens to legislation when it leaves them on the floor as it goes to the agencies, and how the legislation affects people. Relating what they do in their work as pages to what they learn in the classroom will make both classroom instruction and their service as pages more meaningful. Frankly, we are frequently told how enthusiastic university students are in cooperative education jobs because they see the relationship of what they do during the day to a broader learning situation.

I know you are concerned about making certain that participation in the page program does not interfere with these young people's opportunities in college. I want to assure you that a nontraditional American studies program, which incorporates experiential learning, could be designed to satisfy State course requirements for high school graduation, as well as college admission requirements.

The third issue of interest to the board is the question of whether or not to remain with the D.C. public school system. I recognize that there has been some criticism of the D.C. public school system's ability to provide a solid academic program in a self-contained school for pages who range in age from 14 to 18. But I wish to suggest to the board that the question of remaining with the D.C. public school system or contracting with another educational organization is not the only way to deal with the issue of providing a unique educational experience for the pages. The American University has, in fact, started discussions with the D.C. public school system on ways that we can use our extensive background in American studies and in experiential education to develop an appropriate alternative educational program which incorporates the opportunities available to pages in Washington, D.C., and relates to their work experience.

While we are only in the preliminary stages of discussion, I would like to present you with a general outline of what could be structured for either high school juniors or seniors. The American University has the existing resources and expertise in a very effective program, the Washington semester program. We have put at your desks the examples, two flyers, one dealing with the university's program for visiting university students, and another, a summer program for high school students. This program, now in its 35th year, brings some 350 outstanding young undergraduate students from colleges and universities round the Nation to the American University for a semester of study in Washington. Students participate in internships in the Congress, on executive agencies, and with interest groups, seminars with practitioners, staff and lobbyists, structured classroom lectures and discussion, and complete an individual research paper. A number of Members of Congress are involved in this program as guest speakers or as employers to program participants.

The high school program now in its 10th year attracts about 150 students who are high school juniors, seniors, some just having graduated, many of them, in fact, are just upper level sophomores. They come to Washington and spend 2 weeks at the American University in essentially that same program, and you see that is the big folder that is given to you.

We believe that we can and would like to use the expertise we have gained in the Washington semester program to help redesign the page program so that it will provide these young people with the best educational opportunities possible for their year in Washington. This program would include an American civilization course, either one or two semesters, an American Government and politics course, either one or two semesters, and a math or other necessary course for each semester. In addition, using the resources of both the D.C. school system and the faculty of the American University, we would provide whatever special individualized courses students might need for their own unique program.

For example, then, if the students were in their junior year, the American civilization course would provide an interdisciplinary program in American history, literature and art, using the special resources of the District of Columbia. Students could use the standard high school American history and literature texts for background, which would cover the material normally included in junior year courses. The course would, however, tie both history, literature, art, and sociology together through field trips, on-site visits, speakers from the American University faculty and other experts, and similarly for the American Government and politics course.

In addition to the classroom component, we would propose a special enrichment program of weekend field trips and trips scheduled for days when Congress is not in session, to take students to sites both in Washington and in nearby areas. Our university operates pretty much around the clock, almost 365 days a year. We believe that trips such as these will help provide more structure to the time that pages spend in Washington. And I believe, also, a question was asked regarding the time of day. There is no reason why students could not go to school on weekends, as many adults do

today, and not be pressured by that particular need during the week.

So, as I have noted, what I have presented to you are some preliminary ideas on how to enhance the educational program to congressional pages. The American University would be pleased and honored to bring our long expertise in this area to work with the D.C. public school system to develop an innovative, academically superior program that meets the needs of Congress, provides a solid education for the pages and enriches the period of time that these young people spend in Washington, D.C.

[The statement of Milton Greenberg follows:]

THE AMERICAN UNIVERSITY
WASHINGTON, D.C.

March 14, 1983

The Honorable Joseph G. Minish
United States House of Representatives
2109 Rayburn HOB
Washington, D. C. 20515

Dear Mr. Chairman:

I would like to thank you for giving The American University the opportunity to present our views on the education of Congressional Pages to the Board. In the course of that testimony, Provost Greenberg, in response to a question which you asked, indicated that we would be happy to provide a more detailed proposal on the involvement of The American University in the Page Educational Program.

As we indicated during the testimony, we are able and willing to provide a range of services to the Congress. We could, if you wished, establish an entirely new program and handle the administration of the entire program. In our testimony, as you know, we provided a rather detailed explanation of how we could work in conjunction with the D. C. School System, to provide an American Studies program for the pages. We could also, if you chose to retain the traditional program currently being offered by the D.C. School System, offer a supplemental program which would take advantage of the unique opportunities of Washington, D. C., and would also provide more structure for the evening and week-end hours for the pages.

The scope and therefore the cost of each of these programs would vary greatly. Before providing more details on them, I would like to discuss with you or the staff of the Board which proposal, or which proposals, you would like to see. I look forward to speaking with you on this matter or, if you or your staff like any additional information, please contact me at 686-7713.

Sincerely,

Anita F. Gottlieb
Director of University Relations

Testimony of Milton Greenberg

Provost/Vice President for Academic Affairs, The American University

On the Education of Congressional Pages

Before the U.S. House of Representatives Page Board

On March 10, 1983

Mr. Chairman and members of the Page Board, my name is Milton Greenberg and I am the Provost/Vice President for Academic Affairs at The American University. Accompanying me is Anita Gottlieb, Director of University Relations and William Schaefer, a faculty member in our Washington Semester Program. I appreciate the opportunity to appear before this Board and wish to commend you both for the variety and expertise of the witnesses that have appeared before you to discuss the important issue of the education of Congressional pages.

Before I discuss issues related to the pages' educational program I would like to tell you a little bit about The American University.

The American University was chartered by an Act of Congress in 1893 and founded to be the national university in the nation's capital city. The University's 12,000 students come from all 50 states and more than 125 countries. We have 400 full-time faculty members, 90 percent of whom hold a doctorate or the highest appropriate degree. We are accredited by the Middle States Association of Colleges and Secondary Schools.

American has long recognized the benefits of experiential learning, and our location in Washington, D.C. has always provided a wealth of experiential learning opportunities for our students. Because of the richness of local resources, the university has emphasized in all its academic programs the application of alternative learning strategies including internships, practicums, and case studies. American's strengths in this area are recognized --

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a report commissioned by H.H.S. cited American's cooperative education program as a "national model" for guided field experience in the liberal arts.

I would now like to comment on the three issues which I know are of primary interest to you: the desirability of a junior year or senior program, a traditional versus an American Studies Curriculum, and remaining in the D.C. Public School System.

I strongly agree with the recommendation of the Special Commission on Pages that page service be limited to high school students in either their junior or senior year. A program which was limited to either junior or senior year students would be a much stronger program because all the resources could be devoted to teaching one group of students, as opposed to providing an academic program for high school grades nine through twelve. The fact is, that a case can be made for either the junior or the senior year. I would like to point out a few of the advantages and disadvantages of each.

By the junior year, many students have already earned the number of academic units, or what are called "carnegie units," with the exception of American history and literature, required for graduation. Therefore, there would not be a great deal of disruption in sequential instruction as long as American history and literature are taught during this year. If page service were limited to their junior year, students would have an opportunity during their senior year to make up any courses which they would like to have but did not have the opportunity to take. In addition, participation during the junior year provides an excellent opportunity for pages to build on past experiences and knowledge; and I think it is very important to share what they have learned during this year with their home schools and with other members of their hometown communities.

A senior year page program would also have many of the same advantages as the junior year program--students have earned most of their required units for

graduation and there is little disruption in sequential instruction. In addition, in the program which I am going to recommend, senior students, particularly of the caliber who come to be pages, have an opportunity to receive college credit for advanced placement during their senior year. There are, however, several disadvantages associated with a senior year program; namely, the inability to participate in senior year activities, and the need for decision-making regarding college and career decisions when students are away from home. In addition, some localities such as the state of New York, require students to take regents exams in their senior year. Finally, there is no opportunity for seniors to return to their communities to share their knowledge of the political process with those in their high schools. While I would probably lean in favor of limiting the page program to high school juniors, I must say that there is no strong enough argument to preclude an effective program in either year.

The Page School as it exists today offers a traditional high school curriculum. Yet, the pages are not in a traditional setting. Being a page is a unique opportunity for a group of outstanding young people. They should have an educational program which allows them to maximize this opportunity. The traditional educational structure does not integrate the pages' work experience with their learning experience. An alternative is to redesign the curriculum emphasizing American Studies, to take advantage of the wide range of resources available in the nation's capital. Students who participate in the program have an opportunity that is different from any other high school student. And these experiences should be a part of their academic work.

For example, the essential elements of this academic program would include structured classroom lectures and discussion, supplemented by seminars with members of Congress, agency officials, Congressional staff and other experts--which will enable students to see what happens to legislation when it leaves them on the floor, as it goes to the agencies, and how the legislation affects people. Relating what they do in their work as pages to what they learn in the classroom will make both their classroom instruction and their service as pages more meaningful. Frankly, we are frequently told how enthusiastic university students are in cooperative education jobs because they see the relationship of what they do during the day to a broader learning situation.

I know you are concerned about making certain that participation in the page program does not interfere with these young people's opportunities in college. I want to assure you that a non-traditional American Studies Program which incorporates experiential learning could be designed to satisfy state course requirements for high school graduation as well as college admission requirements. Generally, graduation requirements of 16-21 carnegie (academic) units are required for graduation. For example, nearby Fairfax County, which tends to be very academically focused, requires 18 carnegie units for graduation: four English, three Social Studies, two Math, two Science, two Physical Education, and five electives. Most colleges and universities require a minimum of 14-16 Carnegie units for admission, and within that total vary widely in the number of specific units required for particular subjects. An American Studies Program limited to either the junior or senior year could be designed in a way which would not inhibit a college-bound student, but would in fact actually enhance their education and their potential for college admission.

The third issue of interest to the Board is the question of whether or not to remain with the D.C. Public School System. I recognize that there has been some criticism of the D.C. Public School System's ability to provide a solid academic program in a self-contained school for pages who range in age from 14 to 18 years of age. But I wish to suggest to the Board that the question of remaining with the D.C. Public School System or contracting with another educational organization is not the way to deal with the issue of providing a unique educational experience for the pages. The American University has, in fact, started discussions with the D.C. Public School System on ways that we can use our extensive background in American Studies and in experiential education to develop an appropriate alternative educational program which incorporates the opportunities available to pages in Washington, D.C., and relates to their work experience.

While we are only in the preliminary stages of discussion, I would like to present you with an outline of the program we recommend and which can be structured for either high school juniors or seniors. The American University has the existing resources and expertise in an effective program--the Washington Semester Program. This program, now in its 35th year, brings some 350 outstanding undergraduate students from colleges and universities around the country to The American University for a semester of study in Washington. Students participate in internship in the Congress (similar to pages' experience), on executive agencies and with interest groups; seminars with practicioners, staff and lobbyists; structured classroom lectures and discussion; and complete an individual research paper. A number of members of Congress currently are involved in this program as guest speakers or as "employers" to program participants.

We would like to use the expertise which we have gained in the Washington Semester Program to help redesign the page program so that it will provide these young people with the best educational opportunities possible for their year in Washington. This program would include a two-semester American Civilization course, a two-semester American Government and Politics course, and a Math component for each semester. In addition, using the resources of both the D.C. School System and the faculty of The American University, we would provide whatever special individualized courses students might need for their own unique program.

For example, if the students were in their junior year, the American Civilization course would provide an interdisciplinary program in American history, literature and art, using the special resources of the Washington, D.C. area. Students could use the standard high school American history and literature texts for background, which would cover the material normally included in junior year courses. The course would, however, tie both history, literature, arts, and sociology together through field trips, on-site visits, speakers from both The American University faculty and from other experts in the Washington community.

The American Government and Politics course could be developed with a theme of Congress as the keystone of the Washington establishment. This would allow the pages to utilize their work experience in the Congress as the central focus for examining American national government. This course could provide practical information on how the institution works as well as providing an analytical and theoretical study of how the institution interfaces with the other actors in the political process. Topics would include the rules and procedures of the House and Senate, how a bill becomes a law, Congressional executive relations, and the Congressional budget process.

Several math courses would be offered so that each student was able to take the appropriate course.

In addition to the classroom component, we would propose a special enrichment program of weekend field trips and trips scheduled for days when Congress is not in session to take students to sites both in Washington and in nearby areas. We believe that trips such as this will help provide more structure to the time which the pages spend in Washington.

As I noted earlier, what I have presented to you are some preliminary ideas of how to enhance the educational program for Congressional pages. The American University would be pleased to bring our long expertise in this area to work with the D.C. Public School System to develop an innovative, academically superior program that meets the needs of Congress, provides a solid education for the pages, and enriches the period of time that these young people spend in Washington, D.C.

THE AMERICAN UNIVERSITY
WASHINGTON, D.C.

SUMMARY OF A PROPOSAL FOR THE EDUCATION OF CONGRESSIONAL PAGES
SUBMITTED BY THE AMERICAN UNIVERSITY
TO THE U.S. HOUSE OF REPRESENTATIVES PAGE BOARD
MARCH 10, 1983

Background on The American University

The University has roughly 12,000 students from all 50 states and more than 125 foreign countries, and 400 full-time faculty members. American emphasizes the application of alternative learning strategies in all its academic programs and is recognized as the "national model" for cooperative education programs.

Proposal

The University's proposal responds to the 3 issues which are of primary interest to the Page Board:

1) Junior Year vs. Senior Year Program

The University strongly agrees with the recommendation of the Special Commission on Pages that page service be limited to high school students in either their junior or senior year. And while there are probably more advantages to limiting the page program to high school juniors, an effective program could be put together for either year.

2) Traditional vs. American Studies Curriculum

The traditional educational structure of the Page School does not integrate the pages' work experience with their learning experience. The University recommends redesigning the curriculum emphasizing American Studies, to take advantage of the wide range of resources available in the nation's capital, and to relate their experiences as pages with their academic work. The program would include structured classroom lectures and discussions, supplemented by seminars with Members of Congress, agency officials, and other experts, field trips, and on-site visits.

3) Remaining with the D.C. Public School System

The American University has started discussions with the D.C. Public School System on ways that we can work together to develop an innovative, academically superior educational program that meets the needs of Congress, provides a solid education for the pages, and enriches the period of time that these young people spend in Washington, D.C.

Mr. GUTHRIE. Mr. Greenberg, you mentioned you have a 10-year program going on at the present time for high school students?

Mr. GREENBERG. In the summer, yes.

Mr. GUTHRIE. Summer. What is the turnover or workload, student-wise, that you have in each summer program?

Mr. GREENBERG. We keep them going all day.

Mr. GUTHRIE. On the numbers game, how many students do you have currently signed up for this summer, 1983, or for last year, going back to 1982?

Mr. SCHAEFER. We have been averaging a growth of 5 percent each year. We are going to be registering 155 to 160 students for the summer of 1983. We will keep them in Washington for 2 weeks, and we issue two college credits for that experience.

Mr. GUTHRIE. Is it a 2-week timeframe for each group coming in?

Mr. SCHAEFER. That is correct.

Mr. GREENBERG. There are two groups.

Mr. GUTHRIE. Two classes?

Mr. SCHAEFER. I am sorry. There are 2 sections, in other words, there is a June and a July, and each of those are made up of 4 individual classrooms of 25 students each. So there are 8 groups of 25 students coming to Washington or 7 groups coming into Washington during that time period.

Mr. GUTHRIE. Thank you. You are blending—you mentioned that you think you could blend this with D.C. education?

Mr. GREENBERG. No. I merely wanted to offer that as an example of our experience in handling this type of program with high school level students, because we do this all year long with college students from all over the country, and the Washington semester program is—it is not available to our own students totally, but practically so, and it is open, essentially drawing students from other universities.

Mr. GUTHRIE. Is your proposal actually on a one-on-one not to be blended in with the D.C. school system?

Mr. GREENBERG. No. It could be. We are proposing that that might be the best way to do it. But we could go either way.

Mr. GUTHRIE. You could go either way.

Mr. GREENBERG. Yes.

Mr. GUTHRIE. Thank you very much.

Mr. MOLLOY. Dr. Greenberg, you really addressed our problems, and you hit the nail on the head on quite a few of them, and I appreciate it.

Would your program be here in-house, or would it be down at the American University?

Mr. GREENBERG. We would propose it be in-house here. We would send our faculty here.

Mr. MOLLOY. A quick figure we work with here is 4 hours a day, 20 hours a week. Would your program require more time than that?

Mr. GREENBERG. No. We could adjust it to your arrangements. But as I had suggested, there is no reason this has to be done at 6 o'clock in the morning or any particular time. It could be a combination of a weekend operation, so that the students would have more flexible time during the week for studying. For example, a Friday evening and all day Saturday would be an option.

Mr. MOLLOY. Again, going back to the original point, with your expertise in the educational field, would 20 hours a week be sufficient to educate a junior high school student or a senior?

Mr. GREENBERG. I think so. You know, it is pretty intensive. And I see no reason why that couldn't be done. They would miss a lot of other things that go on in a high school.

Mr. MOLLOY. Obviously.

Mr. GREENBERG. Whether it be arts, perhaps theater participation, physical education, and so on. I see no reason why tnat couldn't be done.

Mr. MOLLOY. Thank you, doctor.

Mr. RUSS. What would be the cost of your program to the Congress?

Mr. GREENBERG. Well, we haven't costed it out yet, but we will be presenting—we do have a proposal that would show the kinds of things that could be done. We thought it would be inappropriate to do that until such time as we either did this in conjunction with the D.C. public schools or alone.

Mr. RUSS. Did I hear you to correctly say that you would provide college professors to come and teach high school courses?

Mr. GREENBERG. Yes.

Mr. RUSS. Could you get college professors to do that?

Mr. GREENBERG. I think so, for this particular type of program.

Mr. SCHAEFER. I would just add one thing. We have college professors right now teaching high school students in our summer programs, so it is something that would not be new.

Mr. RUSS. What percentage of high school students graduate from high school?

Ms. GOTTLIEB. I don't know that any of us know that. I think, actually, the previous witness knows that better than we do.

Mr. THOMPSON. The figure that is used is 75 percent, but that is not accurate, because a number of students go on and complete their education during summer school. So, really, taking the census figure for age 20, it is 85 percent.

Mr. RUSS. Eighty-five percent.

Are you aware that our high school now graduates 98 percent of its students?

Mr. GREENBERG. Yes.

Mr. RUSS. Wouldn't you say that is pretty successful?

Mr. GREENBERG. Very successful.

Mr. RUSS. Thank you.

Mr. MINISH. They are paid to study.

Thank you, sir.

Mr. Russ asked a question I was going to ask you. You are going to submit a proposal?

Mr. GREENBERG. Yes.

Mr. MINISH. Our next witness is Dr. Scott Thomson, executive director, National Association of Secondary School Principals.

You may proceed.

## STATEMENT OF DR. SCOTT THOMSON, EXECUTIVE DIRECTOR, NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

Dr. THOMSON. Mr. Chairman, and members of the board, I do have written testimony, but it is sitting on my secretary's desk, and she is in the hospital. I will make summary comments for you this afternoon.

The CHAIRMAN. You may send that testimony, if you wish, and it will become part of the record.

[The information follows:]

Dr. THOMSON. I will address the three questions you asked us to address.

First, let me say that I am executive director of the National Association of Secondary School Principals. We are a group of 34,000 high school, junior high school, and middle school principals, some superintendents, some professors of education administration around the Nation and in Canada.

Prior to being appointed to this post, I was a superintendent of Evanston Township High School District, which is in Illinois, and a neighbor of New Trier, from 1968 to 1974, and prior to that I was a high school principal in Palo Alto, Calif., and an assistant principal, as well, there.

The first question has to do, of course, with the matter of whether we would advise that the school be for juniors or seniors. There are advantages to the student coming here in either of those grades. However, we would come down on the side of students coming here as a junior, for four reasons:

No. 1, the students who get in difficulty as they go on to college oftentimes are students who have kind of coasted through their senior year or have kind of gotten out of the routine, and even students who are outstanding and perhaps go on to NAFS program or a foreign exchange program of some kind. And we believe that it is better if the students have a rather traditional, quite difficult senior year, that it will help them succeed in college. This is the year in most high schools when advance placement courses are taught, college level courses are taught, and it does provide an ideal transition into college or university work.

Second, the senior year is the most memorable year for most of us in high school, sometimes for, you know, rather superficial reasons, whether it be the senior prom, or whatever, but often for more serious reasons having to do with participation in the band or participation in musical affairs, participation in theater. This is the year when students have the opportunity to provide leadership in student government and all the rest. And for most students the senior year is the fullest year, in that sense, of participating in all of those activities.

The third reason that we come down on the side of the 11th grade being the best of the years for a page program is that this is the year, of course, that almost every school teaches U.S. history, and what would be more ideal than to be here in the page school during that year and to be involved in a program of living history as well as studying it.

And the fourth reason, as has been mentioned by a number of people, is that, while it is not the intent of this page school to edu-

cate students back home, still, in my view, there is a real value to the school back home. The page goes there as a senior, is in class with those other students, describes his page experience in very vivid terms, and, in essence, becomes kind of an expert on Washington in the local high school. There is a lot of benefit to the classmates of the student if the student can do that.

So, as I say, while there are some advantages, perhaps, to a student coming here as a senior, maturity being the most obvious one, we believe that, on balance, the junior year is ideal for the student to come here.

So far as the SAT program is concerned, SAT preparation is something that takes place over a series of years. The review courses that are taught, which most of us call an SAT preparation program, the review courses that are taught should be provided for students and could be provided in the page school. I see no reason why a strong program of review for the SAT would not be workable here, as anywhere else. There is no magic to it. It is just a matter of laying out the review course and going at it and getting the students involved.

The students may take the SAT in October of their junior year, they may take it in November, they may take it in March. Normally, they take it during the first half of their junior year.

As to the question of whether or not there should be a traditional curriculum or an American studies curriculum, I must say that if I were here 1 year ago or 2 years ago, I would probably come down on the side of an American studies curriculum. However, today I am going to recommend that the students must have a more traditional college preparatory or a more comprehensive college preparatory program than that, particularly because we are finding, at the best colleges and universities, particularly the major State college, and universities, increasing their admission requirements.

We just completed a study this fall of the 50 State universities, the kind of flagship public universities in the 50 States, and we have found that 27 of these in the last 2 years have either increased their admission requirements or are in the process of studying their admission requirements with the intent of increasing them. And the most common step that has been taken to increase the college admissions requirements by the universities—the University of Minnesota, the University of Wyoming, the University of Maryland, and so forth—has been to add a year of science or math or both and, where 4 years of English were not required, without exception that fourth year of English is now being required.

So, I think, for the welfare of the students who come here to the page school as pages, it is absolutely essential that they maintain that continuity, that there are going to be more demands on them for an additional year of science or math or both, and that if they intend to go to a public university, one of the best public universities in their State—and many of them do—or a topnotch private university, the admission requirements are going to be higher in the future than they have been in the past. So, I think you must protect the students by providing pretty much a traditional college

prep course, or at least let the students have that option of taking those courses.

And, finally, the question of whether the students should remain with the D.C. public schools, I see no reason why they should not. There are good schools and good students in the District, as well as mediocre students and mediocre schools. The fact that the pages would be going together in a school would, probably, in itself change the atmosphere of the school, and the students, of course, learn as much from one another as they often do from the teachers. So, I see no reason why you shouldn't—you have to have transcripts, you have to have some way of processing this, you have to have an accredited school, and all of that kind of bureaucracy and machinery is taken care of by affiliating with the D.C. public school or some accredited school which can grant the credit under the North Central Association of Schools and Colleges.

So, in closing, let me say that I think all of us want the best possible experience for these young people, and I feel that the steps that you have taken already, such as providing a dormitory, is an important step. and that the reforms that we are talking about here are also equally important.

For your information, one of my students out in California, Doug Bosco, was here many years ago as a page, sponsored by Congressman Gubser from the 10th District in California, and his critcism at that time of the page school to me as a history teacher in those days was that the housing arrangements were really pretty bad and that there should be a little bit more structure to the whole program.

Thank you very much.

Mr. MINISH. Mr. Guthrie, do you have any questions?

Mr. GUTHRIE. Yes, just one question relating, again, to the SAT. You mentioned that they do—the great majority of the students take them in the junior year.

Dr. THOMSON. Yes.

Mr. GUTHRIE. Either the first part of the junior year or later. But they can also take them a second time in their senior year?

Dr. THOMSON. Yes.

Mr. GUTHRIE. If they find they are not getting quite the score they need, they can take the additional backup the following year, take them in the following year?

Dr. THOMSON. That is true. They can take it as many times as they want. And they will raise their score the second time, as Mr. Levine's son did, if they prepare for it.

Mr. RUSS. Doctor, what dealings have you had with our current page school?

Dr. THOMSON. I have had no contact with your current page school.

Mr. RUSS. Have you evaluated it in any way?

Dr. THOMSON. I haven't, no. I have not been invited to evaluate it in any way.

Mr. MOLLOY. Dr. Thomson, I want to commend you for your testimony. You have been very, very informative.

I have just one quick question. Are you familiar with any school similar to what we are attempting to do here?

Dr. THOMSON. No; I am not. The only page schools that I am familiar with are the ones Ms. Goldsmith mentioned, which are a couple of weeks, and they are not really schools. No; I think the congressional page school is unique. Our experience with similar kinds—the most similar kind of experience that we know about would be students going overseas on a foreign exchange program for a year, such as AFS. I think that is the closest comparable experience for a student to what would be offered here. If you are from California, why, Washington, D.C. is almost a foreign country.

Mr. MINISH. Dr. Thomson, first of all, let me thank you for taking the time to come here.

If the committee decided to set up—we will call it an oversight committee, or like maybe a school board, would you be willing to serve on it?

Dr. THOMSON. I would be very willing to help in any way that I could. My staff, my director of research, who is a former high school principal, or any of the staff would be very willing to help, certainly.

Mr. MINISH. Thank you, sir.

The meeting will stand adjourned.

[Whereupon, at 4:50 p.m, the meeting adjourned.]

[Additional material for the record follows:]

# ADDITIONAL MATERIAL SUBMITTED FOR THE RECORD

STATEMENT BY DONNALD K. ANDERSON

MANAGER - HOUSE DEMOCRATIC CLOAKROOM

Mr. Chairman and Members of the House Page Board:

I appreciate the opportunity to submit for the record my observations on the changes which have been proposed for the term of service and education of pages. I speak from my own experience as a graduate (class of 1960) of the Page School and fifteen years as a page supervisor.

It has been suggested that service as a page be limited to one year. I am in complete agreement. It is additionally suggested that the curriculum be limited to one year. I feel that the mix of juniors and seniors is far more preferable as similar to the educational setting in a conventional school. I agree that providing education to pages of all four high school years places too great a demand on a small faculty. Preserving the junior and senior years only would greatly alleviate this situation.

If required to choose between juniors and seniors, I feel most strongly that service be restricted to seniors. My long experience convinces me that seniors are simply better pages. They are more mature; they have more self-confidence; they are better able to profit from the page experience.

It has been argued that the pages prefer to graduate from their home schools; nothing could be further from the fact. Pages on the contrary look forward to the opportunity to graduate with us as perhaps the highest honor that may come to them. While I have had the happiness and good fortune to experience many things not afforded others, I regard my own graduation from the Page School as my proudest moment. I hope that others in years to come will not be deprived of the same concious pride.

The contention has been made that juniors would go home to share their new knowledge and experience with others. I know that those opportuntities are few and interest slight. Returning juniors would in fact have difficulty relating to their former peers, but certainly would generate a demand for page appointments far beyond the ability of the House to accommodate.

To change the school curriculum from college preparatory to American studies would deprive the educational program of balance, Our pages learn by doing far more than they could expect from a textbook with the best instruction.

We have a page school which has served the Congress and its pages well for many years. It can and should be improved, but by a shot in the arm, not by un-necessary radical surgery. Our recent problems were triggered by a lack of supervision which is now happily corrected.

The pages serve the House well and profit greatly in the process. I urge the members of the Board to strengthen that which is demonstrably good rather than move areas which are unknown and with problems yet to be identified. As I view the changes which have been proposed, we will gain little and lose much.

I submit these views with the heartfelt concern of one who has gained the honor, privilege and happiness of serving the House for twenty-four years becuase of my service as a page. I am grateful to the House for my career and to each of you for reflecting on these sincere thoughts.

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